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ABSTRACT

This technical report documents the methodology of the National Education Longitudinal Study of 1988 (NELS:88) base year survey of eighth graders through the 1992 second followup survey of high school students and dropouts. Chapter 1 begins with an overview and history of the NELS:88 and its database, Chapter 2 contains a description of the data collection instruments. Base year through second followup sample design and weighting procedures are discussed in chapter 3, and chapter 4 describes data collection procedures, schedules, and results. Chapter 5 describes data control and preparation activities, and chapter 6 contains recommendations for future studies. The 18 appendixes contain supplemental information, including Spanish versions of the student and parent questionnaires, completion and nonresponse tables, forms used in conducting the survey, and discussions of the data files. (Contains 10 figures and 22 tables.) (SLD)

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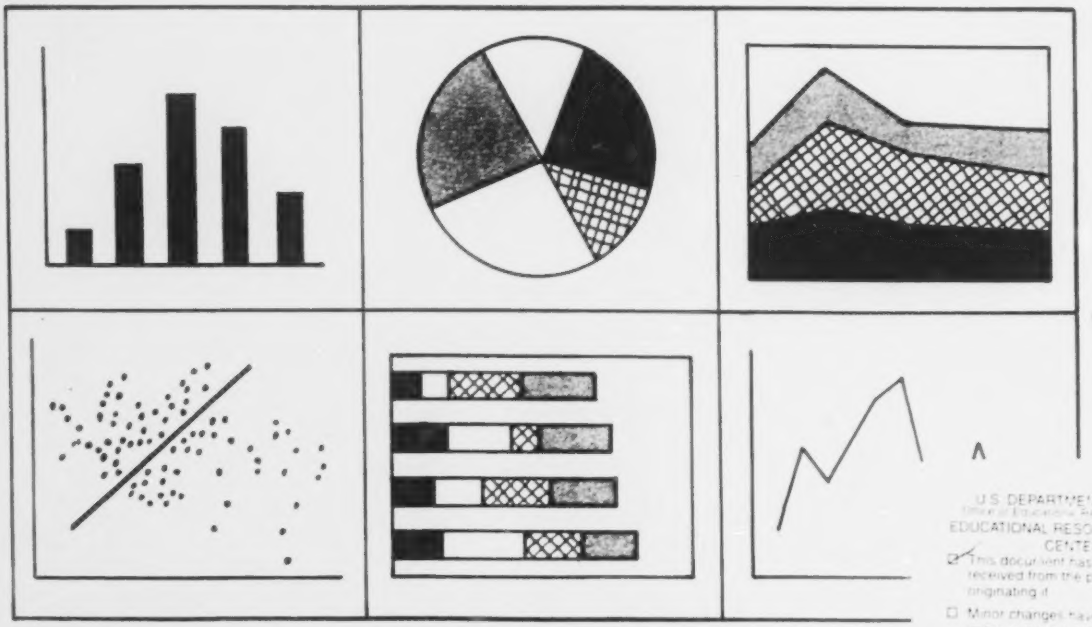
National Education Longitudinal Study of 1988
(NELS:88)
Base Year through Second Follow-Up:
Final Methodology Report

Working Paper No. 98-06 May 1998



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National Education Longitudinal Study of 1988
(NELS:88)
Base Year through Second Follow-Up:
Final Methodology Report

Working Paper No. 98-06 May 1998

Contact: Ralph Lee
Data Development and Longitudinal Studies Group
(202) 219-1732
e-mail: ralph_lee@ed.gov

U.S. Department of Education
Richard W. Riley
Secretary

Office of Educational Research and Improvement
Ricky T. Takai
Acting Assistant Secretary

National Center for Education Statistics
Pascal D. Forgione, Jr.
Commissioner

Data Development and Longitudinal Studies Group
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May 1998

Foreword

Each year a large number of written documents are generated by NCES staff and individuals commissioned by NCES which provide preliminary analyses of survey results and address technical, methodological, and evaluation issues. Even though they are not formally published, these documents reflect a tremendous amount of unique expertise, knowledge, and experience.

The ***Working Paper Series*** was created in order to preserve the information contained in these documents and to promote the sharing of valuable work experience and knowledge. However, these documents were prepared under different formats and did not undergo vigorous NCES publication review and editing prior to their inclusion in the series. Consequently, we encourage users of the series to consult the individual authors for citations.

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Marilyn McMillen
Chief Statistician
Statistical Standards and Services Group

Samuel S. Peng
Director
Methodology, Training, and Service Program

National Education Longitudinal Study of 1988
(NELS:88)

Base Year through Second Follow-Up
Final Methodology Report

Prepared by:

Steven J. Ingels
Leslie A. Scott
John R. Taylor
National Opinion Research Center (NORC)
at the University of Chicago
(under Contract RS90005001)

Jeffrey Owings
Peggy Quinn
National Center for Education Statistics

Prepared for:

U.S. Department of Education
Office of Educational Research and Development
National Center for Education Statistics

May 1998

Preface

The purpose of this technical report is to document the methodology of the National Education Longitudinal Study of 1988 (NELS:88) base year survey of eighth graders through the 1992 second follow-up survey of (dropouts and) high school students. Copies of the data collection instruments; a description of the data collection, preparation, and processing procedures; and a guide to the data files and codebook, can be found in the respective NELS:88 data file user's manuals. A base year through second follow-up psychometric report, and a base year through second follow-up sampling design report, have also been created as part of the NELS:88 second follow-up documentation. The bibliography to this report sketches this and other technical documentation that is available from NCES.

While each wave of NELS:88 data was originally released on magnetic tape, users may now obtain NELS:88 data in an electronic codebook (ECB) format on CD-ROM. Tapes and ECBs are available from the National Center for Education Statistics.

This report was prepared for the National Center for Education Statistics under contract RS90005001 with the U.S. Department of Education. Contractors undertaking such projects are encouraged to express freely their professional judgment. This report, therefore, does not necessarily represent positions or policies of the Government, and no official endorsement should be inferred. This report is released as received from the contractor. The authors are Steven J. Ingels, Leslie A. Scott, and John R. Taylor of the National Opinion Research (NORC) at the University of Chicago, the government's prime contractor for NELS:88.

We hope that this report will be useful to the many users of NELS:88 data.

Jeffrey A. Owings, Director
Longitudinal and Household Studies Program
National Center for Education Statistics

Acknowledgments

We would like to thank the many individuals, organizations, and institutions that contributed to the National Education Longitudinal Study of 1988 (NELS:88) base year through second follow-up.

The NELS:88 Technical Review Panel advised the National Center for Education Statistics' contractor for NELS:88—the National Opinion Research Center (NORC) at the University of Chicago—on design and questionnaire development issues. Members of the panel were Jerald G. Bachman, Program Director and Research Scientist, Institute for Social Research, University of Michigan; Gordon Ensign, Supervisor, Testing and Evaluation, State of Washington; Lyle V. Jones, Director, L.L. Thurstone Psychometric Laboratory, University of North Carolina; Nancy L. Karweit, Principal Research Scientist, Center for Social Organization of Schools, Johns Hopkins University; Patricia Shell, formerly the Superintendent of the Brazosport Independent School District, Freeport, Texas; Marshall L. Smith, then Dean, College of Education, Stanford University; Richard J. Murnane, Associate Professor of Education, Harvard University; and John Stiglmeier, formerly the Director of the Information Center on Education, New York State Department of Education. In addition, the following individuals served the study as consultants: Anthony Bryk of the University of Chicago, Senta Raizen of the National Center for Improving Science Education, and Aaron Pallas of Michigan State University.

Several organizations assisted in the study by conferring approval or providing endorsements. These include the Education Information Advisory Council of the Council of Chief State School Officers, the American Association of School Administrators, the National Association of Secondary School Principals, the National School Boards Association, the National Catholic Educational Association, and the National Association of Independent Schools.

Support for study supplements was provided by a number of agencies. The National Science Foundation (NSF) sponsored supplemental questions on the instruments as well as the survey of mathematics and science teachers and the base year teacher transcript study. The Office of Bilingual Education and Minority Languages Affairs (OBEMLA) sponsored supplemental samples of Hispanic and Asian Americans and provided supplemental funding for questionnaire items on language minority issues. Our special thanks are extended to Larry Suter, the representative of NSF, and to Carmen Simich-Dudgeon, formerly the representative of OBEMLA, for their unstinting efforts in behalf of NELS:88.

The study was overseen by NCES staff in the Longitudinal and Household Studies Branch, Jeffrey A. Owings, Branch Chief. Jeffrey Owings was the base year Project Officer. For the first follow-up, Anne Hafner served as Project Officer through the data collection phase of the project; Shi-Chang Wu was Project Officer during the concluding stages of the study. Peggy Quinn is the Project Officer for the second follow-up. Other NCES staff who assisted in various aspects of the in-school rounds of NELS:88 include C. Dennis Carroll, Robert Burton, Ralph Lee, and Jerry West.

Steven J. Ingels was the Project Director for the base year (Calvin Jones directed the initial stages of the contract); Ingels was also Project Director for the NELS:88 first follow-up (Penny Sebring directed earlier phases of the first follow-up); Ingels directed the second follow-up of NELS:88 as well.

In the base year, Westat, Inc. developed procedures for the school and teacher surveys; Rocco Russo served as the Westat project coordinator. Under a subcontract to NORC, the Educational Testing Service (ETS) developed the cognitive test battery. Donald A. Rock of ETS served as the Task Leader for Test Development across all three rounds, assisted by Judith M. Pollack. The task leader for NELS:88 base year questionnaire development was Steven Ingels; Barbara Schneider filled this role in the first follow-up. Task

leaders for second follow-up questionnaire development were Leslie A. Scott (field test), Kathryn L. Dowd (main study student and dropout instruments), and Lisa Thalji (main study parent, teacher, and school administrator instruments).

Sampling co-task leaders for the base year were Bruce D. Spencer and Martin R. Frankel; Frankel was also sampling task leader for the first and second follow-ups. Frankel was assisted by Kenneth A. Rasinski and Jiahe Qian.

Base year data processing and file construction was led by Paul Buckley; first follow-up data processing and file construction tasks were managed by Judith T. Lindmark. Laura Reed and Virginia Bartot performed this role in the second follow-up: Reed oversaw all programming tasks in connection with sample weighting, while Bartot oversaw file construction activities.

Leslie Scott served as Associate Project Director in the first follow-up and directed the High School Effectiveness Study in the second follow-up. Katy Dowd and Lisa Thalji were the Associate Project Directors in the NELS:88 second follow-up. John R. Taylor managed the high school transcript component, and currently is project director for the NELS:88 third follow-up. Field test task leaders were Steven Ingels (base year), Harrison Greene (first follow-up), and Katy Dowd (second follow-up).

Analysis co-task leaders for the second follow-up were Pat Green and Tom Hoffer of NORC. They were assisted by Bernie Dugoni, Steven Ingels, Leslie Scott, Ken Rasinski, and Whitney Moore, at NORC; and by Don Rock and Judy Pollack at ETS. Barbara Schneider, Steven Ingels, Ken Rasinski and Leslie Scott contributed to various analysis reports produced in the earlier rounds of the study.

The authors wish to thank all those persons who contributed to the production of this report. At NCES, Peggy Quinn, Jeffrey Owings, and Ralph Lee provided thoughtful review of successive drafts. At NORC, Supriti Sehra documented procedures and produced key statistics. Jiahe Qian generated standard errors and contributed to the design effects analysis. Whitney Moore produced the unit nonresponse analysis. Programmers Gloria Rauens, Hsiuling Young, Doug Barge, Shiow-Ling Tsai-Ma, and Michael Ma painstakingly constructed the composites, produced codebooks, built the data files, and generated further statistics reported in the user's manuals and in this report. Robin Powell and Jeffrey Cothran aided in preparation and production of the manuscript.

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I. Introduction

This report provides documentation for the base year through second follow-up surveys of the National Education Longitudinal Study of 1988 (NELS:88). Information about the purposes of the study, the data collection instruments, the sample design, and data collection and data processing procedures is presented in this report. Appendix Q contains a glossary of terms used throughout this report.

1.1 Organization of This Report

Chapter I begins with an overview and history of NCES's National Education Longitudinal Studies program and the various studies that it comprises, including a description of the NELS:88 extended database. Chapter II contains a general description of the data collection instruments used in NELS:88. Base year through second follow-up sample design and weighting procedures are discussed in chapter III, as well as second follow-up non-sampling measurement errors and problematic variables. Data collection procedures, schedules, and results are presented in chapter IV. Chapter V describes data control and preparation activities such as monitoring receipt of questionnaires, manual editing, and data retrieval, as well as data capture, machine editing (forced consistency cleaning), confidentiality (disclosure avoidance) analysis and editing, and file construction. Finally, chapter VI provides recommendations for future studies.

The appendices contain the following material: variable lists for the extended NELS:88 database; standard error/design effects tables; supplementary unit nonresponse tables; completion rate tables; a comparison of the NELS:88 privileged and public use data files; examples of district contacting letters and parental permission forms; Spanish versions of the 1992 student, dropout, and parent questionnaires and new student supplement; a list of errata in NELS:88 publications published after October 1994; a listing of NCES NELS:88 publications and reports; and a glossary of NELS:88 terms.

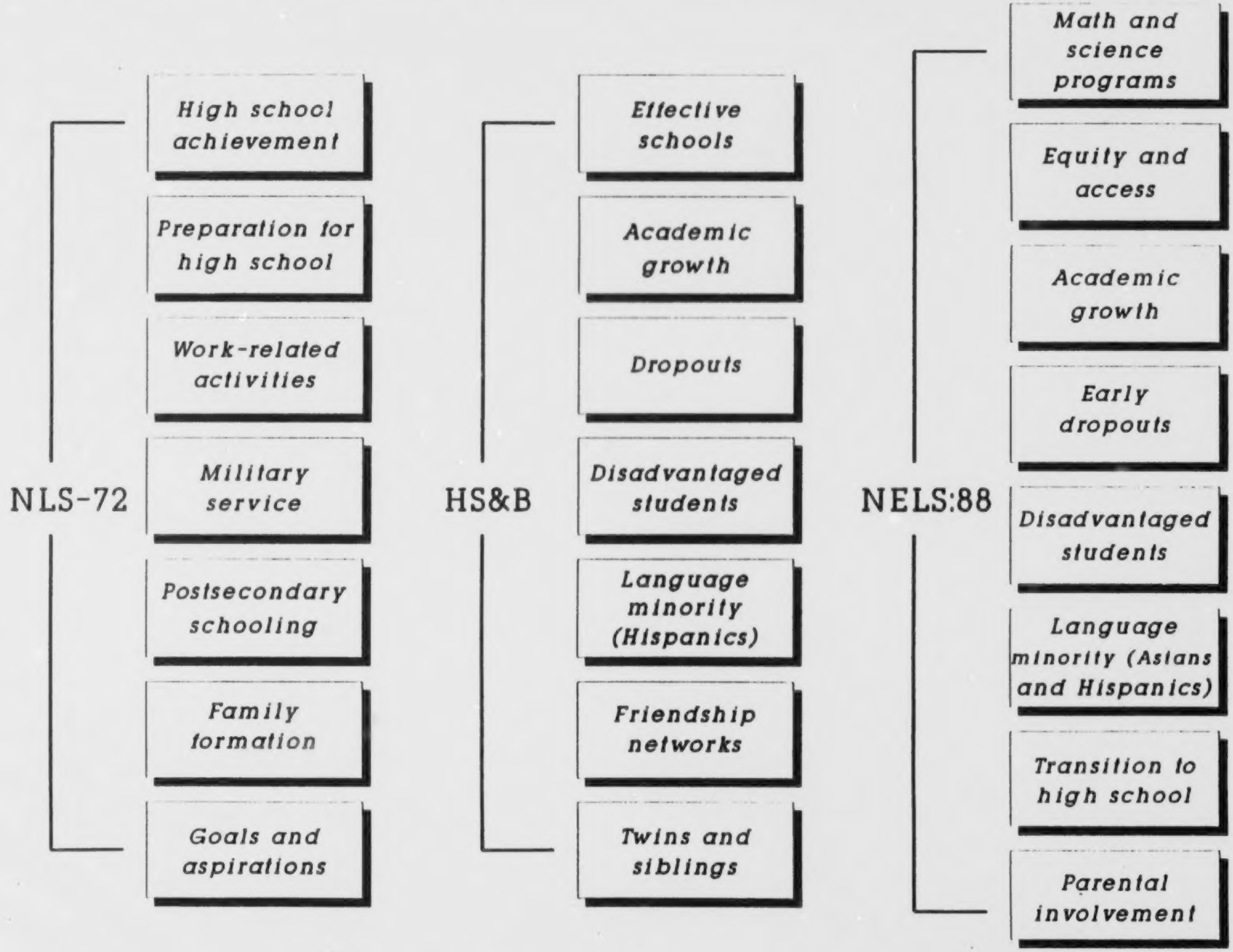
1.2 Overview

1.2.1 NCES's National Education Longitudinal Studies Program

The U.S. Department of Education's National Center for Education Statistics (NCES) is mandated to "collect and disseminate statistics and other data related to education in the United States" and to "conduct and publish reports on specific analyses of the meaning and significance of such statistics" (Education Amendments of 1974-Public Law 93-380, Title V, Section 501, amending Part A of the General Education Provisions Act).

Consistent with this mandate and in response to the need for policy-relevant, time-series data on nationally representative samples of elementary and secondary students, NCES instituted the National Education Longitudinal Studies (NELS) program, a continuing long-term project. The general aim of the NELS program is to study the educational, vocational, and personal development of students at various grade levels, and the personal, familial, social, institutional, and cultural factors that may affect that development. The NELS program currently consists of three major studies: the National Longitudinal Study of the High School Class of 1972 (NLS-72); High School and Beyond (HS&B); and the National Education Longitudinal Study of 1988 (NELS:88). Taken together, these studies represent the educational experience of youth from three decades--the 1970s, 1980s, and 1990s. Figure 1-1 illustrates the increasing number of issues that have become part of NCES's National Education Longitudinal Studies research agenda. A brief description of these three studies follows. A fourth major initiative—the Early Childhood Longitudinal Study (ECLS)—is currently in the design phase. ECLS will follow a cohort of 1998-99 kindergartners through fifth grade.

Figure 1-1: Development of key research issues for the NCES National Education Longitudinal Studies program


NLS-72
High school achievement
Preparation for high school
Work-related activities
Military service
Postsecondary schooling
Family formation
Goals and aspirations
HS&B
Effective schools
Academic growth
Dropouts
Disadvantaged students
Language minority (Hispanics)
Friendship networks
Twins and siblings
NELS:88
Math and science programs
Equity and access
Academic growth
Early dropouts
Disadvantaged students
Language minority (Asians and Hispanics)
Transition to high school
Parental involvement

1.2.2 The National Longitudinal Study of the 1970s: NLS-72

The first of the NELS projects, the National Longitudinal Study of the High School Class of 1972 (NLS-72), began in the spring of 1972 with a survey of a national probability sample of 19,001 seniors from 1,061 public, secular private, and church-affiliated high schools. The sample was designed to be representative of the approximately three million high school seniors enrolled in more than 17,000 schools in the spring of 1972. Each sample member was asked to complete a student questionnaire and a sixty-nine minute test battery. School administrators were also asked to supply survey data on each student, as well as information about the schools' programs, resources, and grading systems. Five follow-ups, conducted in 1973, 1974, 1976, 1979, and 1986, have been completed.

In addition to background information, the NLS-72 base year and follow-up surveys collected data on respondents' educational activities, such as schools attended, grades received, and degree of satisfaction with their educational institutions. Participants were also asked about work experiences, periods of unemployment, job satisfaction, military service, marital status, and children. Attitudinal information on self-concept, goals, participation in political activities, and ratings of their high schools are other topics for which respondents have supplied information.

1.2.3 High School and Beyond of the 1980s: HS&B

The next major longitudinal study sponsored by NCES was High School and Beyond. HS&B was initiated in order to capture changes that had occurred in education-related and more general social conditions, in federal and state programs, and in the needs and characteristics of students since the time of the earlier survey. Thus, HS&B was designed to maintain the flow of education data to policymakers at all levels who need to base their decisions on data that are reliable, relevant, and current.

Base year data collection was conducted in the spring of 1980. Students were selected using a two-stage probability sample with schools as the first-stage units and students within schools as the second-stage units. Unlike NLS-72, HS&B included cohorts of both tenth and twelfth graders. Since the base year data collection in 1980, four follow-ups of the HS&B cohorts have been completed: one in the spring of 1982; one in the spring of 1984; one in the spring of 1986, and (for the sophomore cohort only) one in the spring of 1992.

The four NELS program cohorts (NLS-72 seniors, the HS&B sophomores and seniors, and NELS:88 eighth graders) are displayed in figure 1-2 according to their initial and subsequent survey years and their modal age at the time of each survey. As illustrated, NLS-72 seniors were first surveyed in 1972 at age eighteen and have been resurveyed five times since, with the last survey occurring in 1986, when these respondents were about thirty-two years of age. The HS&B cohorts have been surveyed at points in time that would permit as much comparison as possible with the time points selected for NLS-72. NELS:88 is also designed to fit into this larger analytical scheme. The NELS:88 first follow- up sophomore class of 1990 parallels the HS&B sophomore class of 1980; similarly, the second follow-up senior class of 1992 will parallel the 1980 and 1982 HS&B, and 1972 NLS-72 senior classes.[1]

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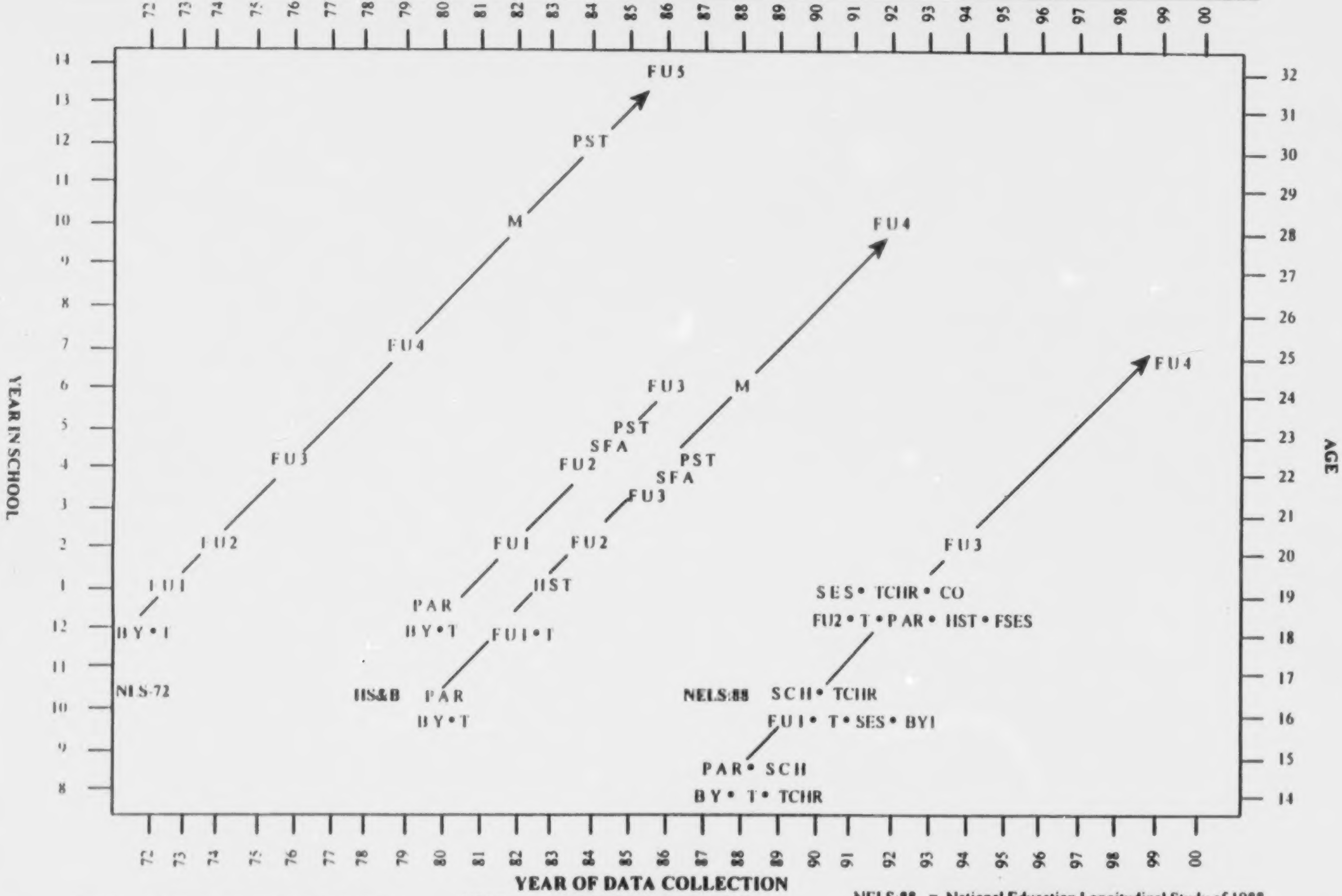
[1] Note, however, that the HS&B 1980 sophomore cohort in 1982 does not strictly constitute a representative sample of the nation's 1982 seniors, but rather a representative sample of 1980 sophomores two years later. Because of the sample freshening that took place in NELS:88 (but not in HS&B), the subset of NELS:88 sample members who were high school seniors in the spring of 1992 are nationally representative of seniors and are wholly comparable to the NLS-72 and HS&B 1980 probability samples of twelfth graders.

Figure 1-2: Research design for the NCES National Education Longitudinal Studies (NELS) program


YEAR IN SCHOOL
AGE
YEAR OF DATA COLLECTION
72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 00
8 9 10 11 12 1 2 3 4 5 6 7 8 9 10 11 12 13 14
14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32
NLS-72
BY • T
FU1
FU2
FU3
FU4
M
PST
FU5
HS&B
PAR
BY • T
PAR
BY • T
FU1
FU2
SFA
PST
FU3
FU1 • T
HST
FU2
FU3
SFA
PST
M
FU4
NELS:88
PAR • SCH
BY • T • TCHR
FU1 • T • SES • BYI
SCH • TCHR
FU2 • T • PAR • HST • FSES
SES • TCHR • CO
FU3
FU4

NLS-72 = National Longitudinal Study of the High School Class of 1972
BY = Base year data collection
FU1 = First follow-up data collection
FU2 = Second follow-up data collection
FU3 = Third follow-up data collection
FU4 = Fourth follow-up data collection
FU5 = Fifth follow-up data collection
M = Maintenance of address date
PST = Postsecondary education transcripts
T = Cognitive test administration

HS&B = High School & Beyond: 1980
BY = Base year data collection
FU1 = First follow-up data collection
FU2 = Second follow-up data collection
FU3 = Third follow-up data collection
FU4 = Fourth follow-up data collection
HST = High school transcripts
M = Maintenance of address date
PAR = Survey of parents
PST = Postsecondary education transcripts
SFA = Student financial aid records
T = Cognitive test administration

NELS:88 = National Education Longitudinal Study of 1988
BY = Base year data collection
BYI = Base Year Ineligible Study
FSES = Followback Study of Excluded Students
FU1 = First follow-up data collection
FU2 = Second follow-up data collection
FU3 = Third follow-up data collection
FU4 = Fourth follow-up data collection
HST = High school transcripts
CO = Course offerings
PAR = Survey of parents
SCH = School administrator survey
SES = School effectiveness study
T = Cognitive test administration
TCHR = Survey of t

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1.3 The National Education Longitudinal Study of 1988: Overview

The **base year** of the National Education Longitudinal Study of 1988 (NELS:88) represented the first stage of a major longitudinal effort designed to provide trend data about critical transitions experienced by students as they leave elementary school and progress through high school and into postsecondary institutions or the work force. This study of the 1988 eighth-grade cohort collects data about educational processes and outcomes pertaining to student learning, predictors of dropping out, and school effects on students' access to programs and equal opportunity to learn.

The **first follow-up** in 1990 provided the first opportunity for longitudinal measurement of the 1988 baseline sample. It also provided a comparison point to high school sophomores ten years before, as studied in HS&B. The study captured the population of early dropouts (those who leave school between the end of eighth grade and the end of tenth grade), while monitoring the transition of the student population into secondary schooling. Freshening the NELS:88 sample to represent the tenth-grade class of 1990 makes trend comparisons with the HS&B sophomore cohort possible.[2]

The **second follow-up** took place in 1992, when most sample members entered the second term of their senior year. The second follow-up provides a culminating measurement of learning in the course of secondary school, and also includes information that facilitates investigation of the transition into the labor force and postsecondary education after high school. The NELS:88 second follow-up resurveyed all students from the eighth-grade cohort including students who were identified as dropouts in 1990, and identified and surveyed those students who left school after the first follow-up. In addition, the freshening process was also implemented in the second follow-up, creating a representative sample of the twelfth-grade class of 1992 and making trend comparisons with the senior cohorts of both NLS-72 and HS&B possible.

The **third follow-up** occurred in 1994, with most sample members in postsecondary education or in the labor market. The goals of the 1994 round were to provide data for trend comparisons with NLS-72 and HS&B, and to continue cross-wave comparisons with previous NELS:88 rounds. The third follow-up permits researchers to assess the effect of eighth-grade and high school curricular experiences on postsecondary education choice. The third follow-up also provides the means by which access of individuals with different backgrounds to quality educational institutions can be examined. The third follow-up facilitates study of the influences of high school education experiences on postsecondary education and employment opportunities and choices. Labor force participation, postsecondary persistence, curricular progress, and family formation are further research topics which are explored by the third follow-up. Additionally, the third follow-up provides a basis for assessing how many dropouts have returned to school and by what route, and measures the access of dropouts to vocational training programs and to other postsecondary institutions. A **fourth follow-up** is tentatively scheduled to take place in 2000.

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[2] The process referred to here as "freshening" added students who were not in the base year sampling frame, either because they were not in the country or because they were not in eighth grade in the spring term of 1988. The 1990 freshening process provided a representative sample of students enrolled in tenth grade in the spring of 1990. The 1992 freshening process provided a representative sample of students enrolled in twelfth grade in the spring of 1992.

1.3.1 NELS:88 Study Objectives

NELS:88's major features include the planned integration of student, school dropout, school administrator, teacher, and parent studies; the initial concentration on an eighth-grade student cohort with follow-up at two year intervals; the inclusion of supplementary components to support analyses of geographically or demographically distinct subgroups; and the design linkages to previous longitudinal studies and other current studies.

Multiple research and policy objectives are addressed through the NELS:88 design. The study is intended to produce a general purpose data set for the development and examination of federal educational policy. Part of its aim is to inform decision makers, education practitioners, and parents about the changes in the operation of the educational system over time, and the effects of various elements of the system on the lives of the individuals who pass through it. Specifically, NELS:88 focuses on a number of interrelated policy issues including: identification of school attributes associated with achievement; the transition of different types of students from eighth grade to secondary school; the transition of secondary students to postsecondary education or the work force; the influence of ability grouping and program type on future educational experiences and achievements; determinants of dropping out of the educational system; and changes in educational practices over time. One of the defining features of NELS:88 is the extensive attention it gives to the role of parents. The second follow-up parent survey gathered data on the effect of parents' attitudes and behaviors on educational or career choices, financial preparation for postsecondary education, the correlates of active parental involvement in the school, and the parent's role in the educational success of their children. Appendix R of this report provides a matrix of key policy issues of education research in relation to the content of the second follow-up student, dropout, school, parent, and teacher instruments.

The NELS:88 design enables researchers to conduct analyses on three principal levels: cross-wave, cross-sectional at a single time point, and cross-cohort by comparing NELS:88 findings to those of HS&B and NLS-72. The first of these levels provides NELS:88 with its primary objective: to serve the purposes of longitudinal measurement. The sampling and data collection designs give priority to maintaining and surveying a substantial number of base year sample members, as well as to sustaining overlapping but analytically distinct cohorts of sophomores and seniors.[3] Users of NELS:88 data can study the effect of a wide variety of factors on students' educational and professional attainment. The longitudinal data gathered from students, and augmented through school administrator, teacher, parent, and academic transcripts, accounts of students' progression and development, facilitate scrutiny of various facets of students' lives—their problems and concerns, their relationships with parents, peers, and teachers, and the characteristics of their schools—and permit examination of the impact of these factors on social, behavioral, and educational development.

The second analytic level within NELS:88 is cross-sectional. By beginning with a cross-section of 1988 eighth graders, following a substantial subsample of these students at two-year intervals, and freshening the 1990 and 1992 samples to obtain representative national cross-sections of tenth and twelfth graders, the study also provides a statistical profile of America's eighth graders, high school sophomores, and high school seniors. Figure 1-3 depicts the components in each wave of NELS:88, while figure 1-4 illustrates the sample design for the base year through the third follow-up.

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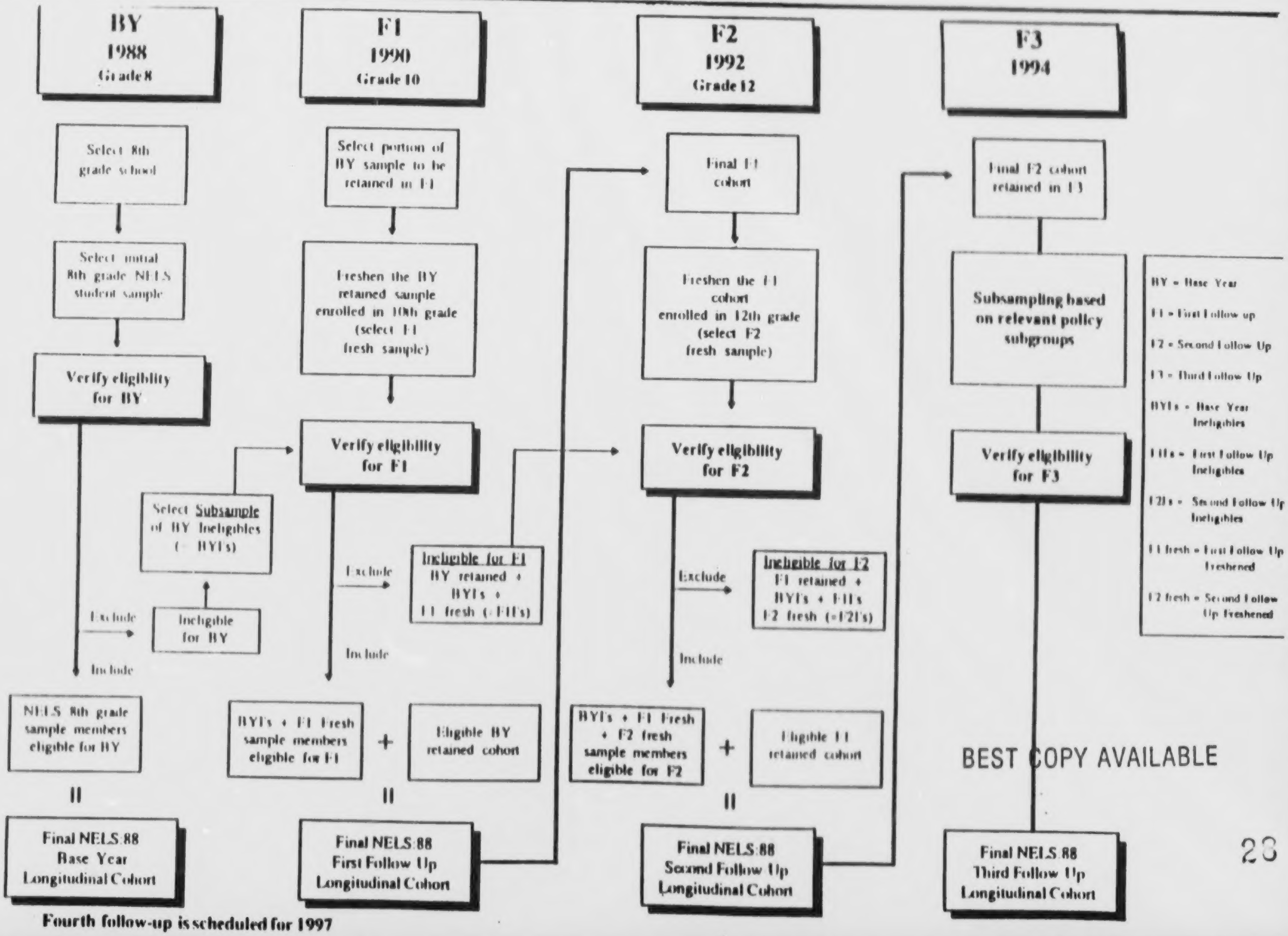
[3] Sample freshening in the first follow-up ensured the existence of a nationally representative sophomore cohort as well. *All* 1990 tenth graders have been retained in the 1992 sample.

Figure 1-3: Base year through fourth follow-up -- NELS:88 components

	Base Year	First Follow-Up	Second Follow-up	Third Follow-Up	Fourth Follow-Up
Data collection:	spring term 1988	spring term 1990	spring term 1992	spring 1994	spring 2000
Grades included:	Grade 8	modal grade = sophomore	modal grade = senior	H.S. + 2 years	H.S. + 8 years
Cohort:	**students:** questionnaire, tests	**students, dropouts:** questionnaire, tests	**students, dropouts:** questionnaire, tests, H.S. transcripts	**all individuals:** questionnaire	**all individuals:** questionnaire; postsecondary transcripts
Parents:	questionnaire	none	**students, dropouts:** questionnaire	none	none
Principals:	questionnaire	**students:** questionnaire	**students:** questionnaire	none	none
Teachers:	two teachers per student (taken from English, social studies, mathematics, or science)	**students:** two teachers per student (taken from English, social studies, mathematics, or science)	**students:** one teacher per student (taken from mathematics or science)	none	none

Figure 1-4: Longitudinal Sample Design of NELS:88


BY
1988
Grade 8
F1
1990
Grade 10
F2
1992
Grade 12
F3
1994
Select 8th grade school
Select initial 8th grade NELS student sample
Verify eligibility for BY
Exclude
Include
Ineligible for BY
Select Subsample of BY Ineligibles (= BYIs)
NELS 8th grade sample members eligible for BY
=
Final NELS:88 Base Year Longitudinal Cohort
Select portion of BY sample to be retained in F1
Freshen the BY retained sample enrolled in 10th grade (select F1 fresh sample)
Verify eligibility for F1
Exclude
Include
Ineligible for F1 BY retained + BYIs + F1 fresh (=F1Is)
BYIs + F1 Fresh sample members eligible for F1
+
Eligible BY retained cohort
=
Final NELS:88 First Follow Up Longitudinal Cohort
Final F1 cohort
Freshen the F1 cohort enrolled in 12th grade (select F2 fresh sample)
Verify eligibility for F2
Exclude
Include
Ineligible for F2 F1 retained + BYIs + F1Is F2 fresh (=F2Is)
BYIs + F1 Fresh + F2 fresh sample members eligible for F2
+
Eligible F1 retained cohort
=
Final NELS:88 Second Follow Up Longitudinal Cohort
Final F2 cohort retained in F3
Subsampling based on relevant policy subgroups
Verify eligibility for F3
Final NELS:88 Third Follow Up Longitudinal Cohort
BY = Base Year
F1 = First Follow up
F2 = Second Follow Up
F3 = Third Follow Up
BYIs = Base Year Ineligibles
F1Is = First Follow Up Ineligibles
F2Is = Second Follow Up Ineligibles
F1 fresh = First Follow Up Freshened
F2 fresh = Second Follow Up Freshened

Fourth follow-up is scheduled for 1997

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Finally, NELS:88 has been designed to provide researchers with data for drawing comparisons with previous NCES longitudinal studies. After the release of NELS:88 first follow-up data, researchers were able to conduct trend analyses with the 1980 sophomore cohort of HS&B. With completion of the NELS:88 second follow-up, comparisons may be made among NELS:88, HS&B, and NLS-72 senior cohorts, as well as, through comparison of data from the NELS:88 transcript component with transcript data from HS&B and NAEP, the senior classes of 1982, 1987, 1990, and 1994. To facilitate cross-cohort comparisons, many of the content areas contained in the HS&B base year survey were repeated in each wave of NELS:88, and data processing and file conventions have been kept consistent, to the maximum extent feasible, with HS&B and NLS-72. For users specifically interested in conducting trend analyses of NLS-72, HS&B and NELS:88 data, further information on content and design similarities and differences between these three studies is presented in appendix D of the *NELS:88 Second Follow-Up Student User's Manual*, and appendix E of the same manual provides information on the specific items which were used across these studies. Appendices M and N of *NELS:88 Second Follow-Up Student User's Manual* the provide an overview of the content areas of the second follow-up student, dropout, school, parent, and teacher components.

1.3.2 Base Year Study and Sample Design

The base year study design comprised four components: surveys and tests of students, and surveys of school administrators, teachers, and parents. A student questionnaire gathered information about basic background variables and a range of other topics including school work, educational and occupational aspirations, and social relationships. Students also completed a series of curriculum-sensitive cognitive tests to measure educational achievement and cognitive growth between eighth and twelfth grades in four subject areas--reading, mathematics, science, and social studies (history/geography/civics). One parent of each student was asked to respond to a parent survey intended to measure parental aspirations for children, family willingness to commit resources to children's education, the home educational support system, and other family characteristics relevant to achievement. Selected teachers in two of the four subject areas completed a teacher questionnaire designed to collect data about school and teacher characteristics, evaluations of the selected students, course content, and classroom teaching practices. Finally, a school administrator questionnaire was completed by school principals. It gathered descriptive information about the school's teaching staff, the school climate, characteristics of the student body, and school policies and offerings.

In the NELS:88 base year, a two-stage stratified probability design was used to select a nationally representative sample of eighth-grade schools and students. Schools constituted the primary sampling unit; the target sample size for schools was 1,032. A pool of 1,032 schools was selected through stratified sampling with probability of selection proportional to eighth-grade size and with oversampling of private schools. A pool of 1,032 replacement schools was selected by the same method. Of the 1,032 initial selections, 30 proved to be ineligible. Of the 1,002 eligible selections, 698 participated. An additional 359 schools (supplied by alternative selections available from the replacement pool) also participated, for a total school sample of 1,057 cooperating schools, of which 1,052 schools (815 public schools and 237 private schools) contributed usable student data. For 1,035 of these 1,052 schools, both student and school administrator data were received. In the NELS:88 base year design, students were the secondary sampling unit. The second stage, student sampling, produced a random selection of 26,432 students among participating sampled schools, resulting in participation by 24,599 spring term 1988 eighth graders. On average, each of the participating schools was represented by twenty-three student participants. Additional information about the base year sample design is provided in the *NELS:88 Base Year Sample Design Report.*[4]

1.3.3 First Follow-Up Core Study and Sample Design

The first follow-up of NELS:88 comprised the same components as the base year study, with the exception of the parent survey, which was not repeated in the 1990 round. In addition, three new components—the dropout study, base year ineligible study, and High School Effectiveness Study—were initiated in the first follow-up, and a freshened sample was added to the student component. As in the base year, students were asked to complete a questionnaire and cognitive test. The cognitive test was designed to measure tenth-grade achievement and cognitive growth between 1988 and 1990 in the subject areas of mathematics, science, reading, and social studies (history/geography/civics). The student questionnaire collected basic background information, and asked students about such topics as their school and home environments, participation in classes and extra-curricular activities, current jobs, their goals and aspirations, and opinions about themselves. Following the base year design, two teachers of each student were asked to complete a teacher questionnaire, and a school administrator questionnaire was completed by school principals. First-time participants in NELS:88—including students just added to the cohort through the sample freshening process, base year ineligibles who became eligible in the first follow-up, and base year nonrespondents who did participate in the first follow-up—completed a new student supplement, containing basic demographic items which were asked in the base year but not repeated in the first follow-up. The first follow-up also surveyed and, when possible, tested youths who had dropped out of school at some point between the spring term of the 1987-88 school year and that of the 1989-90 school year. The dropout questionnaire collected information on a wide range of subjects, including reasons for leaving school, school experiences, absenteeism, family formation, plans for the future, employment, attitudes and self-concept, and home environment.

The selection of students was implemented in three steps. The first step of sampling involved the selection of 21,474 students who were in the eighth-grade NELS:88 sample in 1988.[5] Because some sophomores in 1990 were not in the country or were not in the eighth grade in the spring term of 1988, the representative subsample of the eighth-grade cohort was augmented through a second step of sampling called freshening. The goal was to provide a representative sample of students enrolled in the tenth grade in the 1989-90 school year. Freshening added 1,229 tenth graders (of whom 1,043 were found to be eligible and retained after final subsampling) who were not contained in the base year sampling frame. A third step stemmed from the **base year ineligible (BYI) study**, which was added to the first follow-up in order to ascertain the 1990 school enrollment status and the 1990 NELS:88 eligibility status of students who were excluded from the base year survey due to a language barrier or physical or mental disability which precluded them from completing a questionnaire and cognitive test. Any eligible students were included in both the first and second follow-up studies. Thus, the 1990 sophomore cohort consists of 1990 sophomores, first follow-up freshened students, and ineligible base year students who were deemed eligible in the first follow-up.

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[4] Spencer, B.D.; Frankel, M.R.; Ingels, S.J.; Rasinski, K.A.; Tourangeau, R.E.; August 1990; NCES 90-463, ERIC ED 325-502.

[5] This includes students who were base-year nonrespondents, as well as approximately 2,400 U.S. Department of Education Office of Bilingual Education and Minority Languages Affairs (OBEMLA) sponsored sample members.

In addition to the BYI study, the **High School Effectiveness Study (HSES)**, designed to sustain analyses of school effectiveness issues, was conducted in conjunction with the first follow-up. The within-school student sample of 247 participating first follow-up high schools in the thirty largest metropolitan statistical areas was augmented to produce a probability sample of both schools and students within the framework of the primary longitudinal study.

1.3.4 Second Follow-Up Core Study and Sample Design

The NELS:88 second follow-up repeated all components of the first follow-up study. In addition, the parent component was included once again in the second follow-up. Two new components—the transcript and course offerings components—were initiated in the second follow-up. The course offerings component was implemented as a part of the school effectiveness study (HSES). The transcript component was undertaken for sample members as described in section 1.3.5. Sample freshening was also implemented in the second follow-up to provide a representative sample of students enrolled in the twelfth grade during the spring term of the 1991-1992 school year.

As in the previous waves, students were asked to complete a questionnaire and cognitive test. The cognitive test was designed to measure twelfth-grade achievement and cognitive growth between 1988 and 1992 in the subject areas of mathematics, science, reading, and social studies (history/citizenship/geography). The student questionnaire asked students about such topics as academic achievement; student perceptions and feelings about their curriculum and school, family structure and environment; social relations; aspirations, attitudes, and values, especially as they relate to high school and occupational or postsecondary educational plans. The student questionnaire also gathered data about the family decision-making structure during the critical transition from secondary school to postsecondary education or the work environment. The student questionnaire contained a sire first follow-up sample in the 1992 round provides a maximally efficient sample for the NELS:88 second follow-up while satisfying researchers who are interested in maximizing the presence in the study of rare policy-relevant populations.

The student sample was then augmented through freshening at the NELS:88 selected schools, the aim of which was to provide a representative sample of students enrolled in the twelfth grade during the spring term of the 1991-92 school year. Freshening added an additional 364 twelfth graders (of whom 243 were deemed eligible) who were not contained in either the base year or first follow-up sampling frames.[6] Additional information about the second follow-up sample design is provided in chapter III of this manual and in the *NELS:88 Base Year to Second Follow-Up Sampling Design, Weighting, and Estimation Report*. Most in-school survey sessions were held from January through March 1992, though a few took place as late as June 1992. Dropout data collection occurred between January and October 1992.

1.3.5 Second Follow-Up Design Enhancements

Two new components, the **transcript** and the **High School Effectiveness Study course offerings** components, were conducted in the NELS:88 second follow-up. These components provide archival data which describe the academic experience of high school students and the curricula offered by their schools. The complete high school transcript record was collected for 1) the contextual sample—students attending sampled schools in the spring of 1992; 2) all dropouts, dropouts in alternative programs, and early graduates, regardless of school affiliation; and 3) triple ineligibles enrolled in the twelfth grade in the spring of 1992, regardless of school affiliation. (Triple ineligibles are 1988 eighth graders who were ineligible for the base year, first follow-up, and second follow-up surveys due to mental or physical disability, or language barrier.) NELS:88 course-taking data will provide not only a baseline against which future student outcome measures can be compared, but will illuminate trends when contrasted to the 1982 HS&B high school transcript study, the 1987 National Assessment of Educational Progress (NAEP) transcript study, and the 1990 and 1994 NAEP transcript studies. The course offerings component provides curriculum data from the 1992 High School Effectiveness Study schools through which school effects on student outcomes can be studied.

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[6] Of the 364 freshened students, 76 were sampling errors, and became ineligible through questionnaire data; 15 dropped out of school between the sampling effort and data collection (these 15 are found only on the privileged use student file); 13 were out of scope due to language barrier, moved out of the country, or were deceased; 9 were ineligible due to mental or physical incapacity; and the status could not be collected for 8 cases.

The **High School Effectiveness Study (HSES)** was added to NELS:88 as a part of the first follow-up to provide a generalizable sample of tenth-grade schools, with a sizable and representative within-school sample of students, through which longitudinal school-level analysis (comparable to 1980-82 HS&B sophomore cohort analysis) could be conducted. In the HSES 1990 baseline, permission to conduct the study was gained from 251 schools and 247 of those schools were final 1990 and 1992 HSES participants. The HSES 1992 followback study was enhanced by the addition of archival data collected by the new course offerings component, and was further augmented by the administration of constructed response tests in science and mathematics in HSES schools. For HSES sample members who were also NELS:88 base year respondents, a 1988 through 1992 HSES panel weight was developed; links on the HSES student-level data file permit users to merge NELS:88 base year data with HSES baseline and followback data for these sample members.

1.4 NELS:88 Sponsors

The NELS:88 sponsor, the U.S. Department of Education's National Center for Education Statistics (NCES), provided federal agencies, states, and educational institutions with an opportunity to expand the scope of the base year, first follow-up, and second follow-up studies and enrich them through a variety of means. Enhancements sponsored by various groups included: sample supplements for states to provide representative state samples, oversamples of specific student groups, supplemental questions for various data collection instruments, and supplemental questionnaires.

1.4.1 Sample Supplements and Augmentations

Sample supplements and augmentations for the second follow-up were sponsored by various sources. The National Science Foundation (NSF) sponsored the core study teacher component, while NCES funded administration of the teacher survey in the High School Effectiveness Study. The National Science Foundation also sponsored a validation study of teacher-supplied curriculum indicators data in a sample of NELS:88 schools (see Burstein et al. 1995 for a description of the study and its results), and, in High School Effectiveness Study schools, experimental administration of science and mathematics constructed response tests (see Pollack & Rock, 1996, for more details and a summary of findings). The U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs (OBEMLA) provided funds in the base year for oversampling Hispanic and Asian-Pacific Islander students, and for disproportionately retaining Hispanic, Asian-Pacific Islander, and American Indian students in the 1990 and 1992 follow-ups. The **High School Effectiveness Study (HSES)** was begun in 1990 with funds from the MacArthur Foundation and from NCES. For each wave of NELS:88, all survey instruments and cognitive tests were administered to the core study (which included the OBEMLA oversample) and augmentation samples in an identical fashion, some by personal interviews, and others by telephone.

1.4.2 Instrument Supplements

The NELS:88 second follow-up instruments were supplemented in various ways by federal agencies. The National Science Foundation (NSF) sponsored supplemental mathematics and science items on the student questionnaire and the High School Effectiveness Study constructed response tests in science and mathematics. The U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs (OBEMLA), added questions about minority language use patterns and bilingual programs to survey instruments.

1.5 NELS:88 Data and Documentation

NELS:88 base year, first follow-up, and second follow-up data are available in both **public use** and **privileged use** versions on both magnetic tape and compact disc (CD-ROM). While this manual is specifically designed for use with the public release files, it is also appropriate for use with the privileged use data.

Because multilevel microdata carries with it some risk of statistical disclosure of institutional or individual identities, the NELS:88 data have been extensively analyzed to determine which data elements, when used alone, in conjunction with other key variables, or in conjunction with public external sources such as school universe files, have significant disclosure potential. Variables that were found to pose significant disclosure risks were suppressed or altered to remove or substantially reduce such risks. For example, in some cases, continuous variables have been recast as categorical variables, or fine-grained categorical variables have been more grossly recategorized.

In a few instances, data elements have been suppressed or changed. Because of this, a particular school or individual student might be characterized in terms of a certain variable on the privileged use version of the NELS:88 data, but be coded to missing on the public files, coded to an adjacent response category, or included in a code which collapsed two or more response categories. These suppressions and recodes have been clearly labeled in the codebooks included in each second follow-up data file user's manual. Refer to chapter V of this report for a complete discussion of the steps implemented to ensure the confidentiality of both schools and students in NELS:88.

While confidentiality considerations justify these alterations of the data, some of these protections against disclosure may reduce the analysis potential of certain variables in the data set. For example, when only ranges of percentages are given for a variable, threshold points that may be important for some analyses may be obscured, or nonlinearities in relationships hidden. No matter how thoughtfully continuous variables are transformed into categorical form, different cut points for the categories may be desirable, depending on one's particular analytic purposes. While most suppressed data will have only a negligible effect on most analyses, there are times when the suppressed information is critical. For this reason, NCES also makes privileged use data files available to qualified researchers with a proven need for the data in its privileged use form. To obtain the privileged use data, it is necessary for an organization to obtain a licensure agreement from NCES. The agreement must be signed by the principal investigator and by someone authorized to commit the organization to the legal requirements. In addition, each professional or technical staff member with access to the data must sign and have notarized an affidavit of nondisclosure. (Refer to section 7.3.2 of the *NELS:88 Second Follow-Up: Student Component Data File User's Manual* for instructions for obtaining access to the NELS:88 privileged use data files.)

1.5.1 Base Year through Second Follow-Up Data Files and Documentation

Base year, first follow-up, and second follow-up files have been released both as magnetic tapes for a single wave as well as on CD-ROM with supporting electronic codebooks which encompass multiple waves. This section covers the base year and first follow-up data files released at the time of these waves, and then describes the different base year to second follow-up electronic codebooks that are available. Appendix P lists other NELS:88 documentation, including an in-depth assessment of sampling and non-sampling error, the sampling design, the psychometric properties of the cognitive tests, and various analysis reports.

Base Year Data Files and Documentation. Four public release tapes were produced for the NELS:88 base year study, one for each study component--the student, school, teacher, and parent. The base year data files were released again as a part of deliverables for the first follow-up, second follow-up, and third follow-up surveys. A data file user's manual was produced for each of the public release data tapes.[7] Additional forms of documentation produced include the *NELS:88 Base Year Sample Design Report* which assesses the sampling procedures for the base year survey.[8] The *Psychometric Report for the NELS:88 Base Year Test Battery* gives an in-depth description of the rationale, development, and statistical properties of the eighth-grade cognitive test battery.[9] The *NELS:88 Base Year Final Technical Report* provides detailed documentation of the methodology of the survey.[10] Finally, *Quality of the Responses of Eighth-Grade Students in NELS:88* documents the reliability and validity of student responses.[11] A number of additional NELS:88 analysis reports and special tabulations are available from NCES. Information on published and planned future reports and tabulations is listed in appendix P of this report.

First Follow-Up Data Files and Documentation. Four public and privileged use data files were produced for the NELS:88 first follow-up, one for each study component--the student, dropout, school, and teacher surveys.[12] As with the base year data files, a data user's manual was provided for use with each public release first follow-up data file.[13] The *NELS:88 First Follow-Up: Student Component Data File User's Manual* encompasses both the 1988 and 1990 waves of the study. An expanded sample file for first follow-up sample members has also been created. Refer to Section 1.6.7 in this manual.

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[7] Ingels, S.J.; Abraham, S.Y.; Rasinski, K.A.; Karr, R.; Spencer, B.D.; Frankel, M.R. March 1990; NCES 90-464, 90-466, 90-482 (ERIC ED 322-223), 90-484 (ERIC ED 322-222).

[8] Spencer, B.D.; Frankel, M.R.; Ingels, S.J.; Rasinski, K.A.; Tourangeau, R.E. August 1990; NCES 90-463 (ERIC ED 325-502).

[9] Rock, D.A., and Pollack, J.M. April 1991; NCES 91-468 (ERIC ED 334-241).

[10] Ingels, S.J.; Rasinski, K.A.; Frankel, M.R.; Spencer, B.D.; Buckley, P.; 1990; Chicago: NORC.

[11] Kaufman, P.; Rasinski, K.A. September 1991; NCES 91-48 (ERIC ED 339-722).

[12] The high school effectiveness study data is a combined first and second follow-up release.

[13] Ingels, S.J.; Scott, L.A.; Lindmark, J.T.; Frankel, M.R.; Myers, S.L. April 1992; NCES 92-030 (ERIC ED 347-780), 92-083, 92-084, 92-085.

Further first follow-up documentation, including an assessment of sampling and the psychometric properties of the cognitive tests is reported in the *NELS:88 First Follow-Up Final Technical Report.*[14] Special reports and tabulations based on first follow-up findings have either been published or are in preparation at this time. These publications and their estimated release dates are listed in appendix P of this report.

In the spring of 1993 the public use student, school, and teacher data from the base year and first follow-up waves of NELS:88 were released on CD-ROM with an electronic codebook. Also included on the 1993 CD-ROM and supported by the electronic codebook are public use data from the base year parent survey and dropout data from the first follow-up. The electronic codebook is MS-DOS based and menu driven. This on-line codebook system allows PC or PC-compatible computer users to:

- search a list of relevant variables based on key words or variable names;
- view frequencies for each variable;
- view question text;
- write SAS or SPSS control card files which can be used to construct a data system file; and,
- generate a codebook of selected variables.

Documentation includes an instruction guide to codebook operation and a technical appendix which outlines computer system requirements for codebook use.

As with the base year data files, the first follow-up files were also released with an electronic codebook on CD-ROM with second and third follow-up products in 1994 and 1996.

Second Follow-Up Data Files and Documentation. Six data file user's manuals have been produced for the NELS:88 second follow-up components: student, dropout, school, teacher, parent, and transcript. Each manual furnishes the user with general information and documentation both about NELS:88 and a specific data file. Although the student, dropout, school, teacher, and parent user's manuals are written for use with the public release data files, they may also be used with the privileged use files. A number of additional NELS:88 second follow-up methodological reports are available from NCES, including the *NELS:88 Base Year to Second Follow-up Psychometric Report* (Rock & Pollack, 1995), the *NELS:88 Base Year to Second Follow-Up Sampling Design, Weighting and Estimation Report* (Ingels, Scott & Frankel, 1996), *Sample Exclusion in NELS:88: Characteristics of Base Year Ineligible Students; Changes in Eligibility Status after Four Years* (Ingels, 1996) and the *NELS:88 Survey Item Evaluation Report* (McLaughlin & Cohen, forthcoming spring 1997). Information on other published and planned future reports and tabulations is listed in appendix P of this report.

The second follow-up magnetic tapes contain files for all components of the second follow-up survey, as well as updated base year and first follow-up files. The cognitive test scores have been rescaled for the second follow-up release of the base year, first follow-up, and second follow-up files.

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[14] Ingels S.J., Scott L.A., Rock D., Pollack J., Rasinski K.; Oct. 1994; NCES 94-632 (ERIC ED 379-315)

1.5.2 Base Year through Second Follow-up Data Files and ECBs on CD-ROM.

The base year through second follow-up files and documentation are available on two different CD-ROMs, with supporting ECBs. The first was released in 1994 and includes all base year, first follow-up, and second follow-up files, including the rescaled cognitive test scores. The ECB included on the CD-ROM features windows with both weighted and unweighted frequencies and percentages and is organized at the level of the student, first by component (such as student, dropout, and school) and then by wave of the study (starting with the base year). A user's guide is available for this ECB and CD-ROM product.

The base year to second follow-up datasets included on the 1994 release were also released on CD-ROM in 1996, with an accompanying ECB, under the third follow-up. Unlike the 1994 release, datasets with the same unit of analysis were combined for the 1996 release to create files with multiple records per case. The 1996 base year through second follow-up student-level file, for example, incorporates data from 15 NELS:88 components, including base year, first follow-up, and second follow-up student, parent, teacher, and school (at the level of the student) questionnaire data. The 1996 files also include early graduate supplement data and, on the restricted-use CD-ROM, student-level and course-level transcript data, item-level cognitive test data, links to external school and district files, and selected zipcode-level 1990 Census items for NELS:88 schools. The ECB created for the 1996 combined files features unweighted frequencies and valid percentages and all of the other features of the 1994 ECB.

1.5.3 HSES Baseline and Followback Data Files and ECB on CD-ROM.

In 1995 a CD-ROM was produced for the High School Effectiveness Study, including both the 1990 and 1992 waves of HSES and all HSES components (student—including both multiple choice and constructed response test data, school administrator, teacher, parent, transcript, and course offerings). Like the 1996 release of the base year to second follow-up NELS:88 data, datasets with the same unit of analysis were combined to create files with multiple records per case. The HSES files are supported by an electronic codebook system included on the CD-ROM. The *NELS:88 High School Effectiveness Study: Data File User's Manual* provides a complete description of the HSES data files.

1.6 The Extended NELS:88 Database

In addition to the core sample and survey described in the main text, several other supplemental components were undertaken and data files created under the auspices of NELS:88. These files are available as individual files on magnetic media from NCES. The data are also available on the 1996 CD-ROM release of the base year through second follow-up data. On the 1996 CD-ROM, data from the extended database have been integrated with the core NELS:88 data where possible.

The extended NELS:88 database comprises the following supplements and files:

- The **Enhancement Survey of NELS:88 Middle Grades' Practices**, a supplement of base year school principals, was conducted in the fall of 1989, following the base year.
- The **Christian Schools Supplement**, a supplement of Reformed Christian Schools, was conducted in the base year and second follow-up.
- The **early graduate supplement file** contains additional data, collected in the second follow-up, for NELS:88 students who graduated (received a high school diploma or a GED) before the spring of 1992.

- The **cognitive test item data files** contain sample members' responses to items on the base year, first follow-up, and second follow-up multiple choice cognitive test batteries.
- The **second follow-up universe file** contains variables that indicate sample member status in each wave of NELS:88 for every student sample member who has appeared on a base year through second follow-up file.
- The **expanded sample file**, containing school and student information for both eligible and ineligible members of the eighth and tenth grade cohorts, permits researchers to generate more accurate dropout estimates for the eighth and tenth grade cohorts and to explore the magnitude of bias on key estimates associated with student exclusion or ineligibility.
- The **NELS:88-HS&B 1990/1980 equated math score file** allows comparison of the mathematics performance of 1990 NELS:88 sophomores with the performance of the 1980 HS&B sophomore cohort.
- The **NELS:88 1990 Census data files** contain selected zipcode-level variables from the 1990 Census tapes for the NELS:88 base year through second follow-up responding school samples. School location zipcodes were used to link schools to zipcode-level Census data.
- The **NELS:88 QED-CCD-SDDB link files** includes variables enabling researchers to link NELS:88 schools to external school and district frames, including the Common Core of Data (CCD), the School District Data Book (SDDB), and the Quality Education Data, Inc. (QED), files.
- The **NELS:88 QED district and school data files** contain variables characterizing the public districts, Catholic dioceses and schools of all types that participated in the NELS:88 base year, first follow-up and second follow-up surveys. These files are subsets of the master files provided by Quality Education Data, Inc. (QED) of Denver, Colorado and used in each survey wave for sampling or as a source of contacting information

Of the extended database components, all but the early graduate file and the NELS:88 1990/HS&B 1980 equated math score file are available only to licensed researchers. Each component is described in detail below. Additional documentation on selected components is included in appendices A through E. Some additional data files, such as state supplements, the base year math and science teacher postsecondary education transcripts files, and the raw weights file, do not appear on the extended database. However, a brief description of the teacher postsecondary transcripts and raw weights files appears at the end of this section.

1.6.1 Enhancement Survey of NELS:88 Middle Grades' Practices

The Survey of Middle Grades Practices enhanced the NELS:88 base year school questionnaire by collecting new information to monitor middle grades reform in the schools attended by NELS:88 eighth graders. The questionnaire for this supplemental survey was designed by the Center for Research on Effective Schooling for Disadvantaged Students (CDS) of the Johns Hopkins University. The survey was funded by the Office of Educational Research and Improvement, U.S. Department of Education, and the data collection was conducted by NORC. The school principals who provided base year information in the NELS:88 school questionnaire were asked to participate in this enhancement survey between late October 1988 and February 1989. The enhancement survey augmented the information in the base year school administrator questionnaire with additional information on school organization, guidance and advisory periods, rewards and evaluations, curriculum and instructional practices, interdisciplinary teams of teachers, transitions and articulation practices, involvement of parents, and other practices recommended for middle grades reform. The enhancement questionnaire is reproduced in appendix F of the *NELS:88 Second Follow-Up: School Component Data File User's Manual*.

The enhancement questionnaire was sent to all 1,057 participating base year schools (including five schools later removed from the sample because of loss of usable data in transit). Mail questionnaires were completed by 826 principals and an abbreviated telephone interview by 182 principals. Because of the high response rate, a separate weight was not created for enhancement survey schools. While a very close approximation of weighted school values can be computed by applying BYQWT, weights are missing for 21 schools for which there is an enhancement questionnaire but no spring 1988 school questionnaire. The data file includes the principal's responses, a variable (SOURCEDA) indicating whether the principal completed the mail questionnaire or the abbreviated telephone follow-up, the base year ID (SCH_ID) so that the data can be linked to the other NELS:88 data files; and the base year school weight (BYQWT).

1.6.2 Christian Schools Supplement (CSS)

In 1988, a sample of Reformed Christian schools that were members of the Christian Schools International (CSI) Organization was drawn to supplement the NELS:88 base year school sample. The sample was selected from CSI schools with probability proportional to eighth-grade size. Two disproportionately large school units were double-sampled. Of the initially contacted 58 schools, 41 schools agreed to participate. (Due to the double-sampling of the two schools, the number of sampling units was 43.) The student sample drawn from the selected CSI schools constitutes a nationally representative sample of eighth graders attending CSI schools in 1988 and supports both cross-sectional and longitudinal analyses. Sampled students and their parents, teachers, and school administrators were surveyed in the spring of 1988, during the NELS:88 base year. Students completed both the cognitive test battery and the student questionnaire during the in-school survey sessions held in their schools. Base year CSS sample members still enrolled in school, their school administrators, and their parents were surveyed again in the spring of 1992, during the NELS:88 second follow-up. Instruments used in the 1988 and 1992 CSS surveys were identical to those completed in the core NELS:88 base year and second follow-up surveys. (CSI schools also constitute a separately analyzable sampling stratum within the NCES Schools and Staffing Survey.)

1.6.3 Early Graduate Supplement

The early graduate supplement to the second follow-up student questionnaire was included for persons who had already completed high school at the time of the second follow-up data collection during the spring of 1992. Specifically, early graduate supplement data are provided for respondents who:

- completed the main portion of the second follow-up student questionnaire;
- answered "Already graduated" to Q. 6A in the main portion of the questionnaire ("What grade are you in?"); and
- answered at least one item in the early graduate supplement (Q. 114 - Q. 127B of the second follow-up student questionnaire).

The NELS:88 supplement paralleled the High School and Beyond (HS&B) early graduate supplement and collected information about when the student graduated, why he or she chose to graduate early and who helped in making the decision and the student's activities since early graduation (continuing his/her education, working, participating in a training program, actively serving in the military, etc.) If the student attended a two- or four-year college or vocational school, additional information was sought about when, where and how often the student attended the school. If the student worked, information about the type and length of employment was requested. The NELS:88 early graduate supplement differs from the HS&B supplement in one respect: NELS:88 included in the early graduate sample sample members who had graduated by alternative means, such as the GED, whereas HS&B did not. Early graduates who earned a GED can be separated from those who earned a high school diploma to compare NELS:88 and HS&B early graduates, using responses to NELS:88 second follow-up student questionnaire item F2S6B.

1.6.4 Cognitive Test Item Data

The three cognitive test item files contain raw (unscored) choices selected by test takers in the NELS:88 base year, first follow-up, and second follow-up. In each of the three waves, subsets of test items were selected from an overall pool for each of the four subject areas (reading, mathematics, science, and history/citizenship/geography) to make up the test forms administered to survey participants in that year. The overlap among the test forms allowed the development of a common score scale that could measure change over time even though participants answered different assortments of test questions at each administration. In the base year, all participants received the same test form. On the basis of their performance in the base year, students were assigned reading and math tests of different average difficulty in the first follow-up in order to increase accuracy of measurement. Similarly, second follow-up reading and math tests were assigned on the basis of performance in the first follow-up. There were two levels of the reading test and three levels of the math test in each of the latter two years. (In the first and second follow-up surveys, freshened students and prior-round nonrespondents were assigned the low-difficulty reading test and the middle-difficulty math test.)

Users who have access to the original test booklets may wish to identify the actual test questions that correspond to the positions in the item pool. (Test booklets are available from NCES on written request for approved research; interested users should contact Ralph Lee, 202/219-1732.) Other analyses may simply require knowing the order in which the test items were administered in each form. Documentation accompanying the file, and included in appendix A of this report, shows the actual location in the original booklets of each of the re-ordered items in the file.

1.6.5 Second Follow-Up Universe File

The second follow-up universe file includes records for all cases that have been delivered on the NELS:88 base year through second follow-up student-level data files. The universe file includes cases from the base year, first follow-up redelivery, and second follow-up restricted-use student files, the second follow-up restricted-use transcript file, and the second follow-up expanded sample file. (The universe file does not include cases that were in the original first follow-up delivery file that were not included in the first follow-up redelivery file, nor does it include base year or second follow-up Christian School Supplement cases.) Variables on the universe file indicate how students entered the NELS:88 sample and also indicate sample member enrollment and eligibility status in each of the three waves, base year, first follow-up, and second follow-up .

1.6.6 NELS:88 1990/HS&B 1980 Equated Math Scores

HS&B and NELS:88 Mathematics Tests. The HS&B sophomore cohort mathematics test administered in 1980 (and repeated in 1982) comprised thirty-eight items, with twenty-one minutes allowed for completion. The items consisted of quantitative comparisons in which the student indicated which of two quantities is greater, or asserted their equality or the lack of sufficient data to determine which quantity is greater.

The NELS:88 first follow-up mathematics test contained forty items, to be completed in 30 minutes. This battery assessed both simple mathematical application skills and more advanced skills of comprehension and problem solving. As in HS&B, only multiple choice tests were administered. However, test items included word problems, graphs, quantitative comparisons (as in NLS-72 and HS&B), and geometric figures. Three versions of the mathematics test were developed for the first follow-up, varying in the level of difficulty. Assignment to a first follow-up mathematics test form was based on the respondent's base year math test results.

HS&B-NELS:88 Test Equating. In order to compare the mathematics performance of the 1980 HS&B sophomore cohort with that of the 1990 NELS:88 sophomores, it was necessary to put the 1980 mathematics test scores on the same scale as the 1990 scores. The NELS:88 mathematics test was originally designed to be linked to the HS&B mathematics test scores. This was accomplished by including 16 quantitative comparison items from the HS&B test in the NELS:88 test. The mathematics test was the only cognitive test in the NELS:88 battery that shared sufficient items with its counterpart measure in HS&B to enable a reliable cross-walk between the two scales.

The linking was carried out by estimating the item response theory (IRT) parameters for the common items using the NELS:88 sophomore sample and then putting the remaining non-overlapping HS&B items on that scale. Before the final linking was carried out, the item traces for the common items were estimated separately for the two populations and compared to insure that they were "behaving" similarly in the two populations. A final check on the validity of the equating was carried out by inspecting subpopulation differences among the HS&B students after they were put on the same scale as the NELS:88 cohort. If the linking worked as desired, then the relative differences that were found among the HS&B subpopulations on their original scales should not change when they were put on the new scaling. All subpopulation differences remained relatively invariant, indicating that the linking was successful.

In 1994, the IRT scales for all three waves of the survey were recalculated using different procedures. However, the NELS:88-HS&B mathematics test equating scales were not recalculated. Thus, the NELS:88-HS&B equated math scores are on the same scale as the original NELS:88 scores that were released with the first follow-up data tapes. While they are not comparable to the rescaled scores calculated in 1994, the Pearson correlation coefficients for the original versus the rescaled math test scores are greater than 0.99.

The NELS:88-HS&B equated math test scores for the 1980 HS&B sophomore cohort are available as a separate file.

1.6.7 Expanded Sample File

The NELS:88 second follow-up expanded sample file was constructed to allow licensed researchers to generate more accurate national dropout rate estimates for the eighth grade cohort as well as more accurate and HS&B-comparable sophomore cohort dropout statistics. In addition, the file can be used to more fully characterize students who were excluded from the NELS:88 base year sample—categories of students who typically have been excluded from national and state assessments—and to explore the biasing impact on estimates for the ideal target population that stem from ineligibility and exclusion rules. The NCES publication *Dropout Rates in the United States: 1992* (NCES 93-464) illustrates one use of the expanded sample file. The methodological report *Sample Exclusion in NELS:88: Characteristics of Base Year Ineligible Students; Changes in Eligibility Status After Four Years* (NCES 95-724) also illustrates the uses of expanded sample data. Cases on the expanded sample file include the grade 8 and grade 10 cohort members who appear on the NELS:88 core restricted-use files, plus ineligible grade 8 or grade 10 cohort members who have never before appeared on a NELS:88 core restricted-use file, except for the transcript component files. Included in the group of ineligible students appearing on the expanded sample file are base year ineligible (BYI) students who remained ineligible in the first and second follow-ups of NELS:88 and students who were freshened in the first follow-up but were found to be ineligible and remained ineligible in the second follow-up.

A number of variables have been specifically constructed for use with the expanded sample and are included on the file, including student and school background variables, enrollment and out-of-sequence indicators, a variable indicating reason for ineligibility for the student survey (if applicable), cohort flags and a statistical weight, F2EXPWT, which is the only weight that can be used with the expanded sample. The enrollment status indicators for the expanded sample, F1ENREXP and F2ENREXP, include imputed values for cases with missing enrollment data. Only the variables created specifically for the expanded sample should be used with the sample.

See appendix B for a detailed description of the expanded sample and expanded sample composites.

1.6.8 NELS:88 1990 Census Data

The school-level NELS:88 1990 Census data files contain selected 1990 zipcode-level Census characteristics for the schools participating in the NELS:88 base year, first follow-up and second follow-up school surveys. Census data aggregated at the zipcode level (from the STF3B zipcode-level Census files) were linked to NELS:88 schools by school zipcode, which does not appear on any NELS:88 files. The NELS:88 Census variables are structural characteristics that are intended to approximate the local community surrounding the school. (No empirical mapping of school community boundaries compared to zipcodes was undertaken for NELS:88). In the interest of standardization across zipcodes, the raw counts provided in Census tables have, for many variables, been used to calculate the proportion of zipcode residents displaying a given attribute (for example, the proportion of zipcode residents who are black). Researchers who wish to recalculate raw counts can easily do so using the data provided on the file.

The following variables characterizing the school's zipcode are included on the files:

- number of housing units;
- number of residents;
- four separate variables providing the percentage of zipcode residents living in areas classified as: 1) rural farm; 2) rural not farm; 3) urban—in an urbanized area; or 4) urban—not in an urbanized area; it is not unusual for a single zipcode to include residents with different urbanicity classifications;
- several ethnicity variables indicating the percentage of zipcode residents who are white, black, American Indian/Eskimo/Aleut, Asian or Pacific Islander, Hispanic (broken down into Mexican, Puerto Rican, Cuban and other Hispanic) or other ethnicity;
- variables indicating the proportion of zipcode residents above and below the poverty level, by 12 age categories, as well as variables indicating the proportion of zipcode residents with income-to-poverty ratios within defined ranges;
- median income for the zipcode.

Researchers should note that, instead of attempting to characterize each school's zipcode as urban or suburban or rural, as do the NELS:88 urbanicity variables, the Census scheme recognizes that diversity occurs even within small areas. It is not unusual to find that a single zipcode encompasses residents with different urbanicity classifications; for example, one zipcode may include some residents classified as rural-not farm and others classified as urban-not in an urbanized area. See appendix C for additional information on the NELS:88 variables derived from 1990 Census data.

Three special *student-level residential zipcode Census variable files* have been created (1988, 1990, and 1992), and are available to licensed users on approval of special application. The data files contain 715 variables from 1990 Census Summary Tape File 3B (STF3B) linked to home zipcodes for members of the eighth grade cohort in 1988, 1990, and 1992. There are a variety of computed measures on population characteristics, labor force participation, education, fertility and marriage, and income/poverty. A few examples of some of the specific variables taken from the 1990 Census at the residence zip code level include: percent of families in poverty, median family income, percent of 25+ year olds graduated from college, percent of males unemployed (overall and by sex and race), percent of mothers with children in the labor force, ratio of single males to single females, percent of births to women under age 20, and so on. Primarily because zip code boundaries may change over time, there are a few schools (55 out of 2,487) and students (1,619 out of 64,000 records) that could not be matched to the Census variables. In addition to the three files containing Census variables for the 1988-92 samples, there is a separate privileged use file that links student ID to residential zipcode. This file can be used by researchers to make their own selection of Census measures.

1.6.9 NELS:88 QED-CCD-SDDB School Link Files

The NELS:88 QED-CCD-SDDB school link files contain link variables that permit licensed researchers to merge the three waves of NELS:88 core school data with additional contextual variables on the school and district frames available from Quality Education Data (QED), Inc., and NCES (the Common Core of Data [CCD] and the School District Data Book [SDDB]). The QED frames include records for public and private schools and public districts and Catholic dioceses. The CCD frame includes records for public schools and districts, while the SDDB files are at the public district (agency) level.

A wide range of information is available on the QED and CCD files. The QED files include information on grade span and enrollment size, the number of schools in a public district, instructional dollars per pupil, ethnic composition, urbanicity, and Orshansky percentile. FIPS county and metropolitan statistical area (MSA) codes are also provided. Variables that appear on CCD school and district files include: number of teachers per school, school enrollment, school racial/ethnic distribution, diplomas awarded, selected 1990 Census variables from the SDDB (available at the district level only) and financial information for districts extracted from the Survey of School District Finances data files.

The School District Data Book (SDDB), a CD-ROM product, is an unprecedented NCES resource for education research that provides thousands of 1990 Census variables and other data for all 15,274 public school districts in the United States. In collaboration with the Council of Chief State School Officers and the States, NCES contracted with the Census Bureau to map the geography of public school districts to the Census TIGER files. The 1990 Census variables were then retabulated within those geographic boundaries. Results are available at school district, county (FIPS state and county codes are provided), state and national levels. The SDDB also includes CCD data for the academic year 1989-1990 and data from the 1989-1990 Survey of School District Finances. The SDDB CD-ROM includes software for manipulating the data.

See appendix D for detailed information on the NELS:88 QED-CCD-SDDB link variables.

1.6.10 NELS:88 QED District and School Files

A total of six district and school files—one school and one district file per wave—derived from files purchased from Quality Education Data (QED) of Denver, Colorado are available on the 1996 NELS:88 CD-ROM or on magnetic media. These files contain variables describing the characteristics of the public districts, Catholic dioceses and schools of all types that participated in the NELS:88 base year, first follow-up and second follow-up surveys. The QED files include information on grade span and enrollment size, the number of schools in a public district and instructional dollars per pupil. (QED collects and sells a broad range of information on all schools in the United States, including private schools. In addition to the research community, the QED client base includes purveyors of educational goods such as textbook publishers and hardware/software vendors.) The QED data may be merged with the 1996 NELS:88 BY-F2 restricted-use school file, and subsequently the student-level file, for further investigation of contextual effects in the NELS:88 sample. The QED files may be merged with previously-released NELS:88 files using the NELS:88 QED-CCD-SDDB link file as a crosswalk.

The QED files have played an important role in NELS:88. The NELS:88 base year district/diocesan and school sampling frames for institutions with eighth grades were compiled by QED. The files used in the NELS:88 base year were leased from QED in 1987. In 1989, QED files were leased for the first follow-up, and in 1991 for the second follow-up. In the first and second follow-ups, the QED files were used not for sampling but were used as sources of contacting and locating information for districts and schools to which sampled NELS:88 students had dispersed by 1990 and 1992. QED itself maintains only files with current information; the files used in NELS:88 are no longer available from QED. QED has generously given NCES and NORC permission to release the QED data for NELS:88 schools and their districts/dioceses to researchers.

Detailed documentation on the NELS:88 QED district and school files is included as appendix E.

1.6.11 Files Not Included as Part of the NELS:88 Extended Database.

Supplemental data (additional cases and sometimes additional questionnaire items) collected as part of state augmentations of the NELS:88 sample are not included on any NCES release. As indicated in 1.6.9 above, special files linking student 1988-92 residential zipcodes to 1990 census data on population characteristics, labor force participation, education, fertility and marriage, and income and poverty, have not been included on the CD-ROM privileged use release. Nor are the NELS:88 raw weights, or base year teacher transcript files included on the NELS:88 extended data base CD-ROM. The raw weights for NELS:88 (design weights prior to nonresponse adjustment) are of potential interest for methodological analyses, while the college transcripts of base year science and math teachers have considerable analytic value. Both are described below.

NELS:88 Raw Weights. The data file raw_wts.dat (September 1995) provides a single source for all of the raw weights (design weights prior to nonresponse adjustment) that were used in the creation of NELS:88 final weights—the nonresponse-adjusted student cross-sectional and panel weights for the base year through third follow-up rounds of NELS:88. In addition, the set of status variables known as the "universe variables" is included, along with IDs for all sample members who were included in the 1996 base year through second follow-up privileged use delivery.

There are ten raw weights created for NELS:88. **STRAWWT** is the base year raw weight and is non-zero for students who were in the base year sample; this weight was used in the creation of the student final weight, BYQWT. **F1RAWWT** is the first follow-up basic raw weight. Freshened students received the F1RAWWT value of the student they were linked to in the freshening process. This weight was used in the creation of the first follow-up student final weights, F1QWT and F1PNLWT. **F2RAWWT** was the basic second follow-up raw student weight. This weight was used in the creation of F2QWT, F2PNLWT, and F2F1PNWT.

Additional raw weights were created in the second follow-up to accommodate the contextual sample, the parent survey, and the transcript component. These weights are (respectively) **F2RAWWTC, F2RAWWTP**, and **F2RAWWTT.**

In the third follow-up, the basic student raw weight was **F3RAWWT**, used to create the final (nonresponse-adjusted) weights F3QWT, F3PNLWT, F3F1PNWT, and F3F2PNWT. To accommodate the contextual (student linked to teacher-principal data), parent, and transcript sample, three further raw weights were created: **F3RAWWTC, F3RAWWTP**, and **F3RAWWTT.**

Base Year Math-Science Teacher Postsecondary Education Transcripts. The purpose of the teacher transcript component of the NELS:88 base year teacher survey was to significantly extend the available measures on eighth grade science and mathematics teachers' academic background and performance and pedagogical preparation. This component of NELS:88 was funded by the National Science Foundation and data collection was carried out by NORC's base year subcontractor, Westat, Inc. Information was abstracted from postsecondary transcripts about *degrees* (degree earned, cumulative grade point average, receipt of honors at graduation, month and year in which degree was earned), *majors and minors*, *terms* (including semester vs. quarter, start/end dates, grading system, and so on), and *courses* (department, course title, credits earned, type of grade, grade received). Majors, departments and courses were coded (normally to two digits only though to four digits for math or science courses) based on the *Classification of Instructional Programs (CIP)*. Eight separate files are provided within the database—four files for the 737 science teachers and four files for the 1,066 mathematics teachers. The four files comprise degree files (containing general information about the teacher), major files (describing each major and minor), term files (providing information on each term), and course files (containing information on each course taken. The database is organized by teacher ID. A complete set of linking IDs was developed to allow for merges with the NELS:88 student and teacher data files. The teacher transcript files are not included in the NELS:88 extended database available in electronic codebook on CD-ROM. The National Science Foundation also sponsored, in the NELS:88 Second Follow-Up, a validity study of NELS:88 teacher reports on instructional content, strategy and goals. While no analysis files are available from this study, results are summarized in *Validating National Curriculum Indicators* (L. Burstein et al., RAND, 1995).

II. Data Collection Instruments

This chapter provides a brief description of the form and content of the student, new student supplement, dropout, school administrator, teacher, and parent survey instruments and cognitive tests used in the base year and first and second follow-ups. The academic transcript component of the second follow-up is also described.

Copies of the NELS:88 questionnaires and crosswalks of items repeated across survey rounds, can be found in the appendices to the NELS:88 data file user's manuals. Appendices K through N of this report contain copies of the Spanish-language versions of the second follow-up student, dropout, and parent questionnaires and new student supplement, which were not included in the second follow-up data file user's manuals. A content by process matrix of the base year through second follow-up cognitive tests is provided later in this chapter. A summary of second follow-up research constructs and corresponding questionnaire content appears as appendix R. (For base year and first follow-up research constructs and questionnaire content, see the respective user's manuals.)

2.1 Instrument Development ·

The NELS:88 data collection instruments were similar in content and form across all three survey waves. The base year instruments consisted of a student questionnaire and cognitive tests and parent, teacher, and school administrator questionnaires. All of these instruments, with the exception of the parent questionnaire, were enhanced and administered in the first and second follow-ups; two new instruments, the dropout questionnaire and the new student supplement (designed to elicit demographic information from newly freshened students or base year nonrespondents) were developed for the first follow-up and enhanced for the second follow-up. A parent questionnaire was created for the second follow-up, but not for the first follow-up. The second follow-up also included a transcript component. The figure below summarizes the instrumentation for each survey wave.

Figure 2-1: NELS:88 Survey Instruments by Wave of Administration

Survey Instrument	Survey Wave		
	Base Year	First Follow-up	Second Follow-up
Student questionnaire	Yes	Yes	Yes
Early graduate supplement	No	No	Yes
New student supplement	No	Yes	Yes
Dropout questionnaire	No	Yes	Yes
School administrator questionnaire	Yes	Yes	Yes
Parent questionnaire	Yes	No	Yes
Academic transcript component	No	No	Yes*

* Though academic transcripts were collected in the second follow-up, they span the entire high school career, including tenth grade, the modal grade of first follow-up sample members, and typically ninth grade as well. Instrument development was guided by the research objectives of NELS:88.

Questionnaires were designed to meet the longitudinal goals of the study; items were chosen based on their utility in predicting or explaining future outcomes as measured in later survey waves. All of the questionnaires employed in the base year, first follow-up, and second follow-up surveys were framed to provide continuity and consistency with earlier NCES education longitudinal studies, as well as to address new areas of policy concern and to reflect recent directions in theory. Where appropriate, NELS:88 drew test and questionnaire content from NLS-72, HS&B, and other NCES studies, such as the National Assessment of Educational Progress (NAEP), the Second International Math Study (SIMS), and the Schools and Staffing Study (SASS), to ensure a common standard of measurement that would permit comparisons with other important data sources, and maximize the utility of NELS:88 data. For example, NELS:88 mathematics tests were designed so that NELS:88 and NAEP test scores can be equated, and so that HS&B and NELS:88 mathematics test results can be equated as well. Crosswalks illustrating the item overlap between the NELS:88 questionnaires and the HS&B and NLS-72 instruments can be found in the NELS:88 data file user's manuals for the rounds and components of interest.

In each round of NELS:88, a field test of data collection procedures and instruments was conducted one year prior to the main study. The field test played a key role in the development of survey instruments and procedures for the main study. Data from the field test were used to inform planning for the main study, and the analysis of field test data was also used to improve the measurement properties of test and questionnaire items and to identify instrument items which needed to be modified or deleted for reasons of instrument length or item format. Detailed descriptions of the base year and first follow-up field tests can be found in the *Field Test Report: National Education Longitudinal Study of 1988 Base Year* and the *Field Test Report: National Education Longitudinal Study of 1988 First Follow-Up*. A detailed description of the second follow-up field test can be found in the *Field Test Report: National Education Longitudinal Study of 1988 Second Follow-Up*.[1]

2.2 Content Coverage

2.2.1 Base Year through Second Follow-Up Student Questionnaires

In the base year, all sample members completed a student questionnaire. In the first and second follow-ups, sample members who were enrolled in school during the spring term of the survey year (first follow-up: 1989-90 school year; second follow-up: 1991-1992) were administered a student questionnaire, either at an in-school or off-campus survey session. In the second follow-up, sample members who had left school but had already passed the General Educational Development test (GED) or had obtained some other equivalency certification were also eligible to complete the student questionnaire. In the first follow-up, these sample members completed the dropout questionnaire. The first and second follow-up student questionnaires were available in both English and Spanish, while only an English language version of the base year questionnaire was available.[2]

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[1] Dowd, K. et al.; v. 1; 1991; Chicago: NORC. ERIC ED 335-418.

[2] Excluding the base year ineligible students who were reclassified as eligible in the first follow-up, nineteen students completed the Spanish-language questionnaire in the NELS:88 first follow-up. Eight dropouts and 41 students completed the Spanish-language questionnaire in the second follow-up. Because of the small numbers of questionnaires completed in Spanish, flags were not created to identify these cases. The percentage of questionnaires completed in Spanish in 1990 and 1992 is similar to the percentage of HS&B respondents who opted to complete Spanish-language questionnaires in 1980 and 1982.

The sixty-minute, self-administered student questionnaire used in each wave collected information on a wide range of topics, including:

- student background
- language use
- home environment
- perceptions of self
- occupational or postsecondary educational plans
- jobs and household chores
- school experiences and activities
- work and social activities

Information collected in the base year and in the second follow-up provide baselines for the study of two important transitions experienced by the NELS:88 cohort: the transition from elementary or middle school to high school (baseline = base year), and the transition to postsecondary education or entry into the labor market (baseline = second follow-up).

In the second follow-up, the student questionnaire was adapted for telephone administration. The adaptation of the questionnaire was guided by the need to preserve each question's original meaning while wording each question so that it made sense when read aloud. Two abbreviated versions of the questionnaire were created. One version excluded a small number of questions which did not lend themselves to telephone administration. A second version consisted mainly of locator items and key questions and was administered to sample members who explicitly refused to complete the full-length instrument. A small percentage of abbreviated questionnaires were completed by personal interview.

2.2.2 Base Year through Second Follow-Up Cognitive Test Batteries

In addition to the student questionnaire, students completed a series of cognitive tests in each wave at their in-school or off-campus survey sessions. The combined tests covered four subject areas and included 116 items to be completed in 85 minutes. The cognitive tests are briefly described below:

- Reading Comprehension (21 questions, 21 minutes)

  This subtest contained five short reading passages or pairs of passages, with three to five questions about the content of each. Questions encompassed understanding the meaning of words in context, identifying figures of speech, interpreting the author's perspective, and evaluating the passage as a whole. One version of the reading test was developed in the base year, and two versions were administered in the first and second follow-up.

- Mathematics (40 questions, 30 minutes)

  Test items included word problems, graphs, equations, quantitative comparisons, and geometric figures. Some questions could be answered by simple application of skills or knowledge, others required the student to demonstrate a more advanced level of comprehension and/or problem solving. One version of the mathematics test was developed in the base year, and three versions were administered in the first and second follow-up.

- Science (25 questions, 20 minutes)

  The science test contained questions drawn from the fields of life science, earth science, and physical science/chemistry. Emphasis was placed on understanding of underlying concepts rather than retention of isolated facts.

- History/Citizenship/Geography (30 questions, 14 minutes)

  American history questions addressed important issues and events in political and economic history from colonial times through the recent past. Citizenship items included questions on the workings of the federal government and the rights and obligations of citizens. The geography questions touched on patterns of settlement and food production shared by various societies.

NORC's subcontractor, the Educational Testing Service (ETS), developed the cognitive test batteries for all three waves. One cognitive test battery form was used in the base year, while six forms were produced for both the first and second follow-ups, each comprising a different combination of mathematics and reading difficulty levels. Each sample member's test form was determined by his or her scores on the base year and/or first follow-up mathematics and reading tests; freshened students and prior-round nonrespondents received the intermediate version of the cognitive test battery. The purpose of the multilevel design of the first and second follow-up cognitive test batteries was to guard against ceiling and floor effects which may occur when testing must span four years of schooling. This adaptive approach tailors the difficulty of the reading and mathematics tests to the ability of the respondent, thereby leading, given limitations in testing time, to a more accurate measurement than a single level design.

Psychometric properties of the cognitive tests are discussed in the *Psychometric Report for the NELS:88 Base Year Test Battery*, the *NELS:88 First Follow-Up Final Technical Report* and the *NELS:88 Base Year Through Second Follow-Up Psychometric Report*, all of which can be obtained from NCES. The diagram below (table 2.2.2) presents the content by process specifications for the NELS:88 achievement battery comprising cognitive tests in reading, mathematics, science, and social studies.

2.2.3 First and Second Follow-Up Dropout Questionnaires

In the first follow-up survey, the dropout questionnaire was administered to sample members who, according to data gathered through administration of a status screener, were not in an academic program leading to a high school diploma; this group included sample members who had received a GED or other alternative certification. In the second follow-up, the dropout questionnaire was completed by sample members who were not enrolled in a diploma-granting program and who furthermore had not obtained a GED or other alternative certification. Sample members with a GED or other certification completed the second follow-up student questionnaire and early graduate supplement. The hour-long, self-administered dropout questionnaire was normally completed with an interviewer present, at either a group or single survey session. The second follow-up instrument was available in both English and Spanish; the first follow-up questionnaire was available only in English.

Table 2.2.2
NELS:88 Reading Specifications
Content by Process by Test Forms

Process	Literary	Science	Social Studies/Other
Reproduction of Detail			
8th Grade	3	1	-
10th Grade Low	3	1	-
10th Grade High	2	1	1
12th Grade Low	3	1	1
12th Grade High	-	-	1
Comprehension of Thought			
8th Grade	1	1	1
10th Grade Low	1	1	1
10th Grade High	3	1	2
12th Grade Low	-	2	4
12th Grade High	-	1	8
Inferences and/or Evaluative Judgements			
8th Grade	10	1	3
10th Grade Low	10	1	3
10th Grade High	9	1	1
12th Grade Low	6	1	3
12th Grade High	4	3	3

Note: entries in the table are the number of test items.

Table 2.2.2 (Continued)
NELS:88 Math Specifications
Content by Process by Test Forms

Process	Arithmetic	Algebra	Geometry	Data/Prob	Adv Topic
Skill/Knowledge					
8th Grade	10	5	1	1	-
10th Grade Low	12	4	2	-	-
10th Grade Med	9	3	-	1	1
10th Grade High	6	3	-	2	2
12th Grade Low	10	4	2	-	-
12th Grade Med	7	2	-	1	1
12th Grade High	1	2	-	1	2
Under/Comprehen					
8th Grade	6	7	3	3	-
10th Grade Low	7	6	3	2	-
10th Grade Med	6	6	3	2	-
10th Grade High	3	7	2	3	2
12th Grade Low	6	5	3	3	-
12th Grade Med	4	6	4	2	-
12th Grade High	1	5	7	1	3
Problem Solving					
8th Grade	3	-	-	-	1
10th Grade Low	3	-	-	-	1
10th Grade Med	3	2	2	-	2
10th Grade High	2	2	3	-	2
12th Grade Low	4	-	2	-	1
12th Grade Med	4	3	5	-	1
12th Grade High	2	4	9	1	1

Table 2.2.2 (Continued)
NELS:88 Science Specifications
Content by Process by Test Forms

Process	Earth Sci	Chem	Sci Meth	Life Sci	Phy Sci
Skill/Knowledge					
8th Grade	5	2	-	3	-
10th Grade	3	2	-	2	1
12th Grade	3	3	-	3	1
Under/Comprehen					
8th Grade	2	2	1	2	-
10th Grade	2	1	1	2	1
12th Grade	1	-	3	1	-
Problem Solving					
8th Grade	1	3	2	2	-
10th Grade	-	3	1	3	2
12th Grade	-	3	1	2	4

NELS:88 Social Studies Specifications
Content by Test Forms

	Cit/Govt	Am Hist	Geog
8th Grade	13	14	3
10th Grade	8	19	3
12th Grade	12	15	3

Note: entries in the table are the number of test items.

SOURCE: National Education Longitudinal Study of 1988 (NELS:88), National Center for Education Statistics, U.S. Department of Education

The first and second follow-up dropout questionnaires collected data about the following areas:

- the last school attended by the sample member and the school's climate
- reasons for leaving school, and actions school personnel, parents, and friends took when the respondent stopped going to school
- the sample member's likelihood of returning to and graduating from high school
- the sample member's current activities, employment history, and future plans

The dropout questionnaire was designed to facilitate comparisons with the NELS:88 first and second follow-up student questionnaires and the HS&B 1982 dropout questionnaire. Item overlap between the NELS:88 dropout and student questionnaires permits users to contrast for dropouts and students factors such as school environment, family life, aspirations, and self-perceptions. The overlap of 1982 and 1992 dropout items facilitates comparison of contemporary dropouts with those of a decade before (see Ingels and Dowd: *Conducting Trend Analyses of HS&B and NELS:88 Sophomore Cohort Dropouts*, NCES, 1995).

In both survey waves, the dropout questionnaire was adapted for telephone administration. The adaptation of the questionnaire was guided by the need to preserve each question's original meaning while wording each question so that it made sense when read aloud. In the second follow-up, two abbreviated versions of the questionnaire were created. One version excluded a small number of questions which did not lend themselves to telephone administration. A second version consisted mainly of locator items and key questions and was administered to sample members who explicitly refused to complete the full-length instrument. A small percentage of abbreviated questionnaires were completed by personal interview in the second follow-up. In the first follow-up, only one abbreviated version of the questionnaire was developed and administered.

In both rounds dropouts also completed when possible the 85-minute cognitive test battery described in section 2.2.2. Because of the difficulty in collecting test data from dropouts, and because data from many dropouts were collected in telephone interviews which precluded testing, the NELS:88 second follow-up achieved a comparatively low 41.7 percent weighted cognitive test completion rate for dropouts.

2.2.4 First and Second Follow-Up New Student Supplements

In the first and second follow-up surveys, first-time NELS:88 participants—due to freshening or previous ineligibility or nonparticipation—completed the new student supplement questionnaire, which was available in English and Spanish. In the second follow-up, new student supplement data were also obtained for a number of first follow-up freshened students who had completed a first follow-up student questionnaire but had not completed a new student supplement in 1990. The self-administered supplement took approximately fifteen minutes to complete, and contained questions that gathered basic demographic information (such as birthdate, sex, family socioeconomic status, and race/ethnicity) about students and their families which was gathered by the base year questionnaire, but not repeated in the student questionnaires for later rounds. The new student supplement was available in English and Spanish.

2.2.5 Second Follow-Up Early Graduate Supplement

NELS:88 participants who graduated from high school or who obtained equivalency certification such as the GED prior to data collection in the spring term of 1992 completed the early graduate supplement to the second follow-up student questionnaire. The intent of this supplement was to document the reasons for and the circumstances of early graduation, the adjustments required to finish early, and respondents' activities compared with those of other school survey members. The items for the NELS:88 early graduate supplement were modeled on those used in the HS&B sophomore cohort early graduate supplement administered in the HS&B first follow-up in 1982.

2.2.6 Base Year through Second Follow-Up School Administrator Questionnaires

The primary purpose of the school administrator questionnaire was to gather general descriptive information about the educational setting and environment associated with the individual students who were selected for participation in NELS:88. This school information describes the overall academic climate in terms of specific school practices and policies as well as enrollments and educational offerings. The information obtained through the school administrator questionnaire provides supplemental data to that provided by the student questionnaire so that student outcomes can be considered in terms of school measures. The NELS:88 base year school survey provided a national probability sample of 1988 eighth-grade schools and a stand-alone school data set. **Because the first and second follow-up school samples do not constitute a national probability sample of schools, the first follow-up and second follow-up school administrator data should be used only to supplement student-level analyses.**

In each survey wave, the self-administered school administrator questionnaire (forty minutes in length in the base year, sixty minutes in the first follow-up, and forty-five minutes in the second follow-up) was completed by the school principal, headmaster, or other knowledgeable school official designated by the school administrator of NELS:88 schools. (In the first follow-up, an abbreviated version of the questionnaire was also designed for telephone administration to nonresponding principals.) The content areas in the base year through second follow-up questionnaires were similar. Topics covered by the questionnaires include:

- **General school characteristics**, such as grade span, school and twelfth-grade enrollment sizes, and school control and demographic characteristics.
- **General student characteristics** for the modal grade of the survey cohort, including average daily attendance rates, ethnic and racial composition, percentage of students with limited English proficiency, and numbers of students receiving special school services.
- **Teaching staff characteristics** encompassing such areas as the number of full-time and part-time faculty, departmentalization of faculty, salary levels, and evaluation of teachers.
- **School policies and programs** including requirements for minimum competency and proficiency tests, and programs for language minority students.
- **School governance and climate** such as administration practices, school reforms, types of parental involvement, student behavioral problems within school, and areas of principal's control.

The school administrator questionnaire was designed so that the first several sections could be answered either by the school principal or by a designee who was able to provide the requested information. Only the principal could answer the last section, which asked for his or her subjective opinions regarding the school environment.

2.2.7 Base Year through Second Follow-up Teacher Questionnaires

The NELS:88 teacher component was designed to provide teacher information that can be used to analyze the behaviors and outcomes of the student sample, including the effects of teaching on longitudinal student outcomes. **The design of this component does not provide stand-alone analysis samples of teachers, but instead permits specific teacher characteristics and practices to be directly related to the learning context and educational outcomes of sampled students.** The teacher questionnaire is the critical instrument for investigating the student's specific learning environment.

In both the base year and first follow-up, a forty-five minute self-administered questionnaire was completed by selected teachers responsible for instructing sampled students in two of the four cognitive test subjects: mathematics, science, English, and history. In the first follow-up, the teachers of each sample member were chosen when possible from the same two cognitive test areas that were chosen for that student in the base year. In some cases, however, students who were not enrolled in classes in the same subject areas as the base year were evaluated by teachers in another one of the four subjects. In the second follow-up teacher component, a thirty-minute questionnaire was collected for only one of two cognitive test subjects, mathematics or science, if the student was enrolled in a class in one of the subjects. In all three survey waves, teachers were asked to respond to the questionnaire items in relation to a specific list of sampled students enrolled in their classes.

The teacher questionnaire was designed to illuminate questions of the quality, equality, and diversity of educational opportunity by obtaining information in the following four content areas:

- Teacher's assessment of the student's school-related behavior and academic performance, educational and career plans and goals. Respondents completed this section with respect to the sample members they instructed in a particular subject.
- Information about the class the teacher taught to the sample member (e.g., track assignments, instructional methods, homework assignments, and curricular contents). This section of the instrument included classroom topic coverage items ("opportunity to learn" items) that articulate with the cognitive tests.
- Information about the school social climate and organizational culture (e.g., teacher autonomy, participation in determining school policy, and relationships with the principal).
- Information about the teacher's background and activities (e.g., academic training, subject areas of instruction, years of teaching experience, and participation in professional growth activities).

A validation study was conducted of NELS:88 second follow-up teacher reports on instructional content, instructional strategy and goals (Burstein et al., 1995). Teachers completed daily logs over a five week period, describing their instructional practices; copies of their textbooks were obtained; and artifacts such as homework, quizzes, classroom exercises, projects, and exams were collected and coded. This information was compared to survey responses. The authors found that curricular topics are reported more accurately for upper-level than for lower-level courses; that survey data "reveal reasonably accurately whether a topic has been taught not at all, for only a few periods, for a week or two, or for several weeks." They found that survey data "present an accurate picture of the instructional strategies used most often by teachers, and they provide some indication of how teachers combine strategies during instruction." The authors' analysis suggested that instructional goals, however, "cannot be validly measured through national surveys of teachers."

2.2.8 Base Year and Second Follow-up Parent Questionnaires

The self-administered parent questionnaire was designed to collect information from parents about factors that influence educational attainment and participation. The objective of the parent questionnaire was to provide data that could be used primarily in the analysis of student behaviors and outcomes, and only secondarily as a data set by itself. The questions focused on family background and socioeconomic characteristics, and on the character of the home educational support system. In addition, the parent instrument collected data related to parental behaviors and circumstances with which the student may not be familiar, such as parental education and occupation, and contained more sensitive questions about income, postsecondary educational costs and financial aid decisions, and religious affiliation. In both the base year and the second follow-up, the parent questionnaire instructed the parent or guardian who was most knowledgeable about the sample member's educational activities and related behaviors to complete the questionnaire. Accordingly, the parent respondent was self-selected.

The parent questionnaire is divided into the following thematic areas:

- Information about the family's background. Base year and second follow-up. In this section of the questionnaire respondents identified their relationship with the student or dropout sample member, provided data on the family size and composition, and answered questions about their employment situation and occupation, race, and language background and skills.

- Information about the teenager's school life. Base year and second follow-up. This section elicited parental knowledge of key characteristics of the teenager's educational situation and collected data on the forms of interaction between the school and parent.

- The teenager's family life. Base year and second follow-up. This section of the questionnaire asked parents about the decision making process within the household and the kinds of interaction between the respondent and teenager. Included wee sensitive questions about community life and drug and alcohol use by the teenager.

- Opinions about the teenager's school. Base year only.

- The teenager's postsecondary plans. Second follow-up only. Parental aspirations for the teenager, preparations for postsecondary education, and plans for the teenager's transition to the workforce were covered in this section.

- The teenagers plans for the future. Second follow-up only. Parental educational aspirations for the teenager were covered in this section.

- Financial information and educational costs. Items about family income and financial preparations for the teenager's postsecondary education were asked in this section.

- Supplemental questions for parents new to NELS:88 in the second follow-up. Second follow-up only. The final section of the second follow-up parent questionnaire was administered only to parents who had not participated in the base year parent survey either because the parent or guardian was a base year nonrespondent or because the student was added to the sample in the first or second follow-up. This section included a number of questions asked in the base year parent survey for which new data were not required from base year respondents. These items covered family characteristics, size, and composition in 1988, parent education, and parent age.

In the base year, a small number of parents were interviewed by telephone. In the second follow-up, a greater proportion of parents completed telephone interviews. In both surveys, a number of steps were taken to minimize mode effects. Interviewers were trained to adapt questionnaire items so that they were intelligible when read over the telephone, and parents were asked to read along in the questionnaire during the interview if they had a copy of the self-administered questionnaire.

2.2.9 Second Follow-up Transcript Component

In the second follow-up, high school transcripts were collected for members of the contextual sample (students for whom contextual school and teacher data were collected), all eligible sample members who were dropouts (including GED recipients) or early graduates, and sample members who were in the twelfth grade in 1992 and ineligible for all three waves of NELS:88. The collection of high school transcripts facilitates two important research efforts:

- the validation of certain data—including high school coursetaking, course grades, and attendance data—provided by sample members in their responses to first follow-up and second follow-up questionnaires; and,

- the investigation of coursetaking patterns by sample member characteristics, and the relationship of such patterns to sample members' postsecondary activities and achievement.

The NELS:88 high school transcript study was conducted so that comparability would be maintained with the HS&B and NAEP 1987, 1990, and 1994 transcript studies; on using the various transcript data sets for trend analysis, see Ingels and Taylor, *Conducting Cross-Cohort Comparisons Using HS&B, NAEP, and NELS:88 Academic Transcript Data*, NCES 1995.

The following data elements were abstracted from transcripts:

Student-level items

- number of absences per year;
- rank in class and class size;
- date student left school;
- reason student left school (graduated, transferred, etc.);
- cumulative GPA; and,
- standardized scores for the PSAT, SAT, ACT, College Board Achievement tests, and Advanced Placement tests.

Course-level items (for courses taken in grades 9 through 12)

- course title, department, and number;
- year, grade level, and term course taken;
- number of credits earned; and
- grade awarded.

In the processing of transcripts, CSSC (Classification of Secondary School Courses) codes were assigned to the high school courses taken by sample members, and a number of derived variables were constructed from transcript data.

A matrix of NELS:88 second follow-up policy research areas, measurement constructs, and questionnaire variables appears as appendix R of this report. NELS:88 questionnaires are reproduced in the various user's manuals, and are available from NCES.

III. Sample Design, Weighting, and Estimation

This chapter provides an overview of the design and procedures used for selecting schools and students into the NELS:88 base year and first and second follow-up samples. It also briefly discusses the calculation of sample weights and the relative efficiency of the sample design. Finally, this chapter provides information about procedures used to adjust sample weights for nonresponse and about the effect of unit nonresponse and other potential sources of bias on estimates. The *NELS:88 Base Year Through Second Follow-Up Sampling Design, Weighting and Estimation Report* presents a detailed discussion of NELS:88 base year through second follow-up sample design, weighting, and computation of design effects. More limited discussions of sampling and weighting can be found in the data file user's manuals.

3.1 NELS:88 Sample Design

This section describes the sample design of NELS:88, from its base year inception through the first and second follow-ups. Beginning from a straightforward two-stage stratified sample, the complexities of the NELS:88 sample design have grown exponentially with each subsequent wave.

Base Year Sample Design. The NELS:88 base year survey employed a two-stage, stratified sample design, with schools as the first-stage unit and students within schools as the second-stage unit. Within each stratum, schools were selected with probabilities proportional to their estimated eighth grade enrollment to achieve virtual self-weighting. In addition, schools were oversampled in certain special strata so that policy-relevant subgroups would be adequately represented in the sample.

NORC's sampling frame was the school database compiled by Quality Education Data, Inc. (QED) of Denver, Colorado. The QED list contained information about whether a school was urban, suburban, or rural. NORC used this information for stratification purposes. Readers who desire more detail on the base year sample design should consult the *NELS:88 Base Year Sample Design Report*.

First Follow-Up Sample Design. There were three basic objectives for the NELS:88 first follow-up sample design. First, the sample was to include approximately 21,500 students who were in the eighth-grade sample in 1988 (including base year nonrespondents). This longitudinal cohort was to be distributed across 1,500 schools. The general sample design strategy for this component of the sample involved subsampling students selected for the base year with non-zero probabilities related to characteristics of their 1990 schools. Base year students who had dropped out of school between 1988 and 1990 or who were reported to be attending a school with at least ten other base year students were subsampled with certainty (that is, their probabilities of selection were set equal to one). Base year students attending school in 1990 were subsampled with probabilities related to the number of other base year students attending the same school. All other students were sampled with probabilities greater than zero, but less than one.

Second, the sample was to constitute a valid probability sample of all students currently enrolled in the tenth grade in the spring term of the 1989-1990 school year. This entailed freshening the sample with students who were tenth graders in 1990 but not in the eighth grade during the spring term of the 1987-1988 school year. The freshening process could yield zero, one, or more than one new sample member in a given school. Altogether, 1,229 new students were added to the tenth-grade sample—on average, just less than one student per school. Next, two categories of sample members were subsampled: 1) students who had transferred out of the school from which they had initially been selected for the first follow-up sample; and 2) first follow-up nonrespondents who were classified as potential dropouts. As a result of this subsampling, the longitudinal cohort and the tenth-grade freshened student samples were reduced by 1,990 cases.

Third, the first follow-up was to include a sample of students who had been deemed ineligible for base year data collection (because physical, mental, or linguistic barriers prevented them from participating) so that those able to participate could be added to the first follow-up student sample, and demographic and school enrollment information could be obtained for them. Data were obtained on the numbers of such ineligibles to facilitate inferences to the larger population that includes such persons. About 5.3 percent of the students at base year sample schools were excluded from participation. Of these, 57 percent were excluded because of mental disability, another 35 percent because of language barriers, and 8 percent because of physical disability. Further detail on sample eligibility in the base year is provided in the *NELS:88 Base Year Sample Design Report*. Specific reasons for adding a sample of ineligibles to the first follow-up design, details of the sampling methodology and composition of the base year ineligibles sample, and information on the analytic implications of undercoverage of the limited English language proficient population can be found in *Sample Exclusion in NELS:88: Characteristics of Base Year Ineligible Students; Changes in Eligibility Status after Four Years*.

Second Follow-Up Sample Design. There were five basic objectives for the NELS:88 second follow-up sample design. **First**, the sample was to constitute a valid probability sample of all students enrolled in the twelfth grade in the 1991-1992 school year. This entailed freshening the sample with students who were twelfth graders in 1992 but were not in the eighth grade in the U.S. in the 1987-88 school year, just as the first follow-up sample had been freshened in 1989 to achieve a 1990-91 representative sample of sophomores. Additionally, it was necessary to reassess the eligibility status of selected students found in previous waves to be ineligible, and to include them in the cohort if they were determined to be eligible for the second follow-up. This was accomplished through the second follow-up followback study of excluded students. **Second**, to continue the examination of the dropping out phenomenon, dropouts were to be retained with certainty. **Third**, it was highly desirable for policy analysis purposes to retain the maximum number of Hispanics, Asians, and American Indians from the first follow-up sample. **Fourth**, to minimize nonresponse bias first follow-up nonrespondents were to be retained with certainty. **Fifth**, the sample was to be clustered in 1,500 schools from which contextual data—including school administrator, teacher, and transcript data—would be collected. It was hoped that these goals could be achieved with minimal loss to both sample efficiency and effective sample size. Details about the second follow-up sample design are provided in the *NELS:88 Second Follow-Up: Student Component Data File User's Manual*.

3.2 Calculation of Weights

The general purpose of weighting survey data is to compensate for unequal probabilities of selection and to adjust for the effects of nonresponse. Weights are often calculated in two main steps. In the first step, unadjusted weights are calculated as the inverse of the probabilities of selection, taking into account all stages of the sample selection process. In the second step, these initial weights are adjusted to compensate for nonresponse; such nonresponse adjustments are typically carried out separately within multiple weighting cells. This is the process that was applied to weighting NELS:88 data in all rounds.

3.2.1 Calculation of Base Year Sample Weights

The base year weights were based on the inverse of the probabilities of selection into the sample and on nonresponse adjustment factors computed within weighting cells. Two different weights were calculated to adjust for the fact that not all sample members have data for all instruments. The weight BYQWT applies to 24,599 student questionnaires (and is also used in conjunction with parent data), while BYADMWT applies to the 1,035 school administrator questionnaires (seventeen base year school principals failed to complete a school questionnaire). These weights project to the population of approximately 3,008,080 eligible eighth graders in public, Catholic, and other private schools in 1988.

Base Year School Weights. The final school weight, BYADMWT, was derived using a multistage process. First, an initial weight—which represented the inverse of the school's selection probability—was attached to each school record in a file containing records for all eligible schools in the NELS:88 sample. A logistic regression procedure was used to estimate (in terms of a probability of nonresponding) the degree to which each of the responding schools resembled a nonresponding school. This estimated probability of nonresponse was the first adjustment factor applied to a school's weight. Next, a polishing procedure—multi-dimensional raking—further adjusted the weights to sum to known population totals within strata. Estimating the nonresponse probability for each of the responding schools was possible because key background information on almost all of the nonresponding schools was available.

The final result of these procedures was a weight for each of the responding schools adjusted to compensate for nonresponse. For the purpose of adjusting the school weight, a nonresponding school was defined as a school for which both school administrator questionnaire data and student questionnaire data were unavailable.

Base Year Student Weights. The final student weight, BYQWT, was also derived using a multistage process. A design weight for each eligible student on a participating school's sample roster represented the student's probability of selection within the school. A student-level nonresponse adjustment factor was calculated by forming weighting cells based upon the combination of certain levels of variables representing school type, region, ethnicity, and gender. For each student, the product of a preliminary school weight and the student's design weight was formed. (The preliminary school weight was slightly different from BYADMWT. BYADMWT was adjusted to accommodate the seventeen schools for which school administrator questionnaire data were unavailable though student questionnaire data had been obtained. The preliminary school weight eliminated this step in the adjustment process. Thus, it is appropriate for application to the 1,052 schools with student questionnaire data available.) This product was summed for all students and all participating students within weighting cells. The ratio of the sums for all sampled students to participating students was used as the nonresponse adjustment factor for each student's design weight.

3.2.2 Calculation of First Follow-Up Sample Weights

Two weights were developed for the overall NELS:88 first follow-up sample. The first, or basic, weight applies to all members of the first follow-up sample who completed a first follow-up questionnaire, regardless of their participation status in the base year. The basic weight (F1QWT) allows projections to the population consisting of all persons who were either in the eighth grade during the 1987-88 school year or in the tenth grade during the 1989-90 school year. Thus, this population encompasses both populations of prime analytic interest—the population of 1990 tenth graders (including those who were not eighth graders in 1988) and the 1988 eighth-grade population (excluding any additional 1990 tenth graders). By selecting the appropriate sample members, analysts can use this basic weight to make unbiased projections to the first of these populations (i.e., 1990 tenth graders). The second, or panel, weight applies to all members of the first follow-up sample with complete data from both rounds of the study. The panel weight (F1PNLWT) can be used to make projections to the other key analytic population—1988 eighth graders (excluding those ineligible for base year data collection).

Basic First Follow-Up Weight (F1QWT). Calculation of the basic weight required somewhat different procedures for the three groups of the full first follow-up sample—1988 eighth graders deemed eligible for the base year survey, 1990 tenth graders who were not in the eighth grade in 1988, and 1988 eighth graders who were deemed ineligible for participation in the base year but were considered eligible to participate in the first follow-up. For details concerning the weighting for each specific group, see the second follow-up student data file user's manual.

First Follow-Up Panel Weight (F1PNLWT). The panel weight was developed only for those cases who were selected for both the base year and first follow-up samples and who provided complete data in both rounds. The same procedures used in developing the basic first follow-up weight for 1988 eighth graders selected for the base year sample were applied to the subset of them for whom complete data were obtained in both rounds. As with the basic first follow-up weight, the target sum of weights for the panel weight was the sum of the final base year weights for all base year sample cases who remained eligible for the first follow-up sample. The same nonresponse adjustment groups and multidimensional raking procedures used in calculating the basic first follow-up weight were also used in calculating the panel weight.

Users should note that compared to the base year questionnaire weight (BYQWT), the first follow-up questionnaire (F1QWT) and panel (F1PNLWT) weights are larger, on average, and more variable. This reflects the effect of subsampling students at different rates depending upon the number of other NELS:88 students with whom they were clustered in their first follow-up schools.

3.2.3 Calculation of Second Follow-Up Weights

Explanation of Weights. Eight weights were developed for inclusion on the data files. They include:

F2QWT	This cross-sectional weight applies to all members of the second follow-up sample who completed a second follow-up questionnaire, regardless of their participation status in previous rounds. It allows projections to the population consisting of all persons who were either in the eighth grade during the 1987-88 school year or in the tenth grade during the 1989-90 school year, or in the twelfth grade in the 1991-92 school year. By selecting the appropriate sample members with the flag G12COHRT, analysts can use F2QWT to make unbiased projections to such populations as 1992 twelfth graders.
F2PNLWT	This panel weight applies to sample members who completed a questionnaire in 1988, 1990, and 1992 (all three rounds of NELS:88). This can be used to make projections to the population of 1988 eighth graders.
F2F1PNWT	This panel weight applies to all sample members who completed both a first follow-up and a second follow-up questionnaire, regardless of base year status. This allows projections to the population consisting of persons who were in the eighth grade in 1988 or in the tenth grade in 1990. By selecting appropriate sample members with the flag F2F1PNFL, analysts can use F2F1PNWT to make projections to such populations as 1990 tenth graders.
F2CXTWT	This cross-sectional weight applies to students who attended the schools selected for inclusion in the teacher and school administrator components and who completed

a second follow-up questionnaire. The population was restricted to early graduates and students who were in the schools during spring data collection. This weight allows analysts to generate national statistics using the teacher and school administrator data despite the bias against small cluster sizes in sample selection.

F2PAQWT This cross-sectional weight applies to all students for whom we collected a parent questionnaire during the second follow-up.

F2TRSCWT This cross-sectional weight applies to all early graduates, dropouts, students in sampled schools during spring data collection, and all sample members who were both ineligible for all three rounds of NELS:88 and were in the twelfth grade during the 1991-92 school year for whom we received a transcript.

F2TRP1WT This panel weight applies to sample members who were participants in 1988, 1990, and 1992 (all three rounds of NELS:88) and for whom transcript data are available. F2TRP1WT allows analysts to perform panel analyses using transcript data in conjunction with 1988, 1990, and 1992 test and questionnaire data.

F2TRP2WT This panel weight applies to sample members who were participants in 1990 and 1992 (the first and second follow-up) and for whom transcript data are available. F2TRP2WT allows analysts to perform panel analyses using transcript data in conjunction with 1990-1992 test and questionnaire data.

Process for Calculation of Second Follow-Up Weights. A basic four-step process was defined for the calculation of all eight weights. The first step, developing a classification scheme, was done at the beginning of the weighting process for all students in the sample. All sample members were divided into basic sample groups depending upon their status during data collection for each of the three rounds of NELS:88. Freshened students were assigned the status of their linked student for those rounds where they had not been in the sample. Students for whom status was unknown had their status imputed based upon the distribution of status across others in their base year, first follow-up or second follow-up categories and, where group size permitted, race and gender were also considered. The values remained static and were used throughout the process for all weights.

Steps 2 through 4 were followed for all weights, but the results of each were tailored according to the characteristics of each weight's specific population. Step 2 entails establishing a second follow-up design weight. The design weight reflects the selection probabilities for each case for a given population. Sample members may have multiple design weights that vary depending upon the weight that is being calculated. For the weights unaffected by school sampling (F2QWT, F2PNLWT, F2F1PNWT) and for the dropouts, early graduates, and ineligible twelfth graders in F2TRSCWT, the design weight used is equal to the first follow-up design weight.[1] Second follow-up freshened students take on the first follow-up design weight of the student they were linked to in the freshening process. When sample members are included due to their association with a sampled school in F2TRSCWT and for all members in the F2CXTWT population, it is equal to the first follow-up design weight divided by their school's second follow-up selection probability. For students represented in the parent sample, the calculation of F2PAQWT uses the first follow-up design weight divided by the parent's second follow-up selection probability.

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[1] Included in the transcript data files are approximately ninety students who were ineligible in all three rounds of NELS:88 and were seniors in 1992.

In Step 3, an adjustment is made for second follow-up nonresponse. Nonresponse adjustment cells were based upon combinations of the classification values from step 1 as well as race (Hispanic, API, other, unknown), and gender for the members of that weight's population. The second follow-up design weight for each responding sample member was inflated by a factor equal to the inverse of the weighted response rate for their cell. This yielded their nonresponse adjusted weight. This step was performed independently for each weight calculated. For second follow-up freshened students the nonresponse adjusted weight serves as their final weight.

Finally, Step 4 provides a multidimensional raking process by which sample members who were not freshened in the second follow-up had their second follow-up nonresponse adjusted weight further adjusted. The total sum of the weights and percentage distributions that were used in raking were developed by creating targets which used the expanded sample weight and first follow-up weights. Weighted frequency distributions using the expanded weights associated with a questionnaire weight's inference population were calculated for dropout rates between base year and first follow-up, dropout rates between first follow-up and second follow-up, first follow-up status (from step 1) and second follow-up status (from step 1). Weighted frequencies calculated using the first follow-up weights were used as target distributions. These target categories included race (white, black, Hispanic, API, American Indian, unknown), gender, base year school region, base year school type, and base year school urbanicity.

For a more detailed description of the calculation of second follow-up weights, see chapter III of the *NELS:88 Second Follow-Up Student Component Data File User's Manual*.

3.3 Estimation: Standard Errors and Design Effects

In this section we discuss the calculation of standard errors as a measure of sampling variability in survey results; the standard error is an estimate of the expected difference between a statistic from a particular sample and the corresponding population value.

Survey Standard Errors. Because the NELS:88 sample design involved stratification, disproportionate sampling of certain strata, and clustered (i.e. multi-stage) probability sampling, the resulting statistics are more variable than they would have been had they been based on data from a simple random sample of the same size.

The calculation of exact standard errors for survey estimates can be difficult and expensive. Popular statistical analysis packages such as SPSS (Statistical Program for the Social Sciences) or SAS (Statistical Analysis System) do not calculate standard errors by taking into account complex sample designs. Several procedures are available for calculating precise estimates of sampling errors for complex samples. Procedures such as Taylor Series approximations, Balanced Repeated Replication (BRR), and Jackknife Repeated Replication (JRR) produce similar results.[2] Consequently, it is largely a matter of convenience which approach is taken. For NELS:88, NORC used the Taylor Series procedure to calculate the standard errors.

Design Effects. The impact of departures from simple random sampling on the precision of sample estimates is often measured by the design effect (designated as DEFF). For any statistical estimator (for example, a mean or a proportion), the design effect is the ratio of the estimate of the variance of a statistic derived from consideration of the sample design to that obtained from the formula for simple random samples. The square root of the design effect (also called the root design effect, and designated as DEFT) is also useful. The following formulas define the design effect and root design effect for this section:

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[2] Frankel, M.R., *Inference from Survey Samples: An Empirical Investigation* (Ann Arbor: Institute for Social Research, 1971).

$$\text{DEFF} = \frac{(\text{DESIGN-SE})^2}{(\text{SRS-SE})^2} \qquad (1)$$

$$\text{DEFT} = \frac{\text{DESIGN-SE}}{\text{SRS-SE}} \qquad (2)$$

where DESIGN-SE designates the standard error of an estimate calculated by taking into account the complex nature of the survey design, and SRS-SE designates the standard error of the same estimate calculated as if the survey design were a simple random sample.

Documentation of the calculation of design effects for the NELS:88 Second Follow-Up Survey. The SUDAAN program was used to calculate design effects for the NELS:88 second follow-up analysis.[3] In the base year and first follow-up, the design effects were calculated by taking the ratio of a design adjusted standard error, obtained from CTAB, and dividing it by the weighted simple random sample standard error obtained from SAS. SUDAAN's calculation of the design effect differs both quantitatively and qualitatively from methods used in past rounds, and in certain circumstances large discrepancies between SUDAAN-calculated design effects and those calculated with methods used in previous rounds can occur.

These differences involve the SUDAAN program's estimation of the simple random sample standard error used in the denominator of the design effect. In its design effect calculation, SUDAAN uses an unconditional estimate of the simple random sample standard error based on the estimated proportion of subgroup respondents in the *population*. Design effects calculated for previous rounds of NELS:88, however, used a simple random sample standard error based on the proportion of the subgroup respondents in the *sample* (conditional estimate). The two standard error estimates are different because of oversampling and nonresponse. For example, if there were 3,000 Hispanics in a sample and Hispanics were oversampled at twice the rate of their proportion in the population, the conditional simple random sample standard error estimate for Hispanics would be based on an *n* of 3,000. For its unconditional estimate, however, SUDAAN would base the design effect on half of that sample size, an *n* of 1,500. Basing the denominator standard error on an *n* of 3,000, which is comparable to the way design effects were calculated in previous rounds of NELS:88, would give a larger design effect (i.e., a smaller simple random sample standard error) than basing it on the *n* of 1,500. The conditional estimate is likely to overstate the design effects for oversampled groups in NELS:88. While the difference between the conditional and unconditional (SUDAAN) design effect estimates will be relatively small for such oversampled groups as Hispanics and even for Asians, it will tend to be larger for non-Catholic private school students.

SUDAAN design effects are improved measures of the effect of sample design on sample efficiency. However, they do not function as statistical correction factors. Sometimes design effects are used by analysts who do not have access to software, such as SUDAAN, which takes into account sample design. For these analysts, the conditional design effect acts as a correction factor to statistics such as t-values. For example, with a conditional design effect of 2, a t-value of 3.5 that is calculated assuming simple random sampling would be divided by the square root of the design effect to obtain a design-corrected t-value of 2.475. However, applying this method using SUDAAN-calculated design effects will not yield the same corrected t-value for all subgroups because the two design effects treat oversampling differently. Thus, both for this reason and in order to allow analysts to compare design effects across all rounds of NELS:88, design effects calculated using both the conditional and unconditional methods are included in tables in the second follow-up tables in appendix F.

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[3] For convenience, the SUDAAN option WR (with replacement) was used, which provides a more conservative result (slightly larger standard errors) than the technically more correct but cumbersome option WOR (without replacement).

3.3.1 Base Year and First Follow-Up Standard Errors and Design Effects

Selection of Base Year Items. Standard errors and design effects were selected for thirty means and proportions based on the NELS:88 base year student, parent, and school data.[4] The thirty variables from the student questionnaire were selected to overlap as much as possible with those variables examined in High School and Beyond. The remaining variables from the student questionnaire and from the parent and school questionnaires were selected randomly from each topical section of the questionnaire. Standard errors and design effects were calculated for each statistic both for the sample as a whole and for selected subgroups. For both the student and parent analyses, the subgroups were based on the student's sex, race and ethnicity, school type (public, Catholic, and other private), and socioeconomic status (lowest quartile, middle two quartiles, and highest quartile). For the school analysis, the subgroups were based on two levels of school type (public and combined private) and eighth-grade enrollment (at or below the median and above the median).

Results. Design effects for questions selected from the student questionnaire, and means and proportions based on student questionnaire data for all students are presented in table F-1. Table F-2 gives the mean design effects (DEFFs) and mean root design effects (DEFTs) for each subgroup. On the whole, the design effects indicate that the NELS:88 sample was slightly more efficient than the High School and Beyond sample (see figure 3.3.2-1). The smaller design effects in the NELS:88 base year may reflect the somewhat smaller cluster size used in the later survey. The High School and Beyond base year sample design called for thirty-six sophomore and thirty-six senior selections from each school; the NELS:88 sample called for the selection of only twenty-four students (plus, on average, two oversampled Hispanics and Asians) from each school. Clustering tends to increase the variability of survey estimates, because the observations within a cluster are similar and therefore add less information than independently selected observations.

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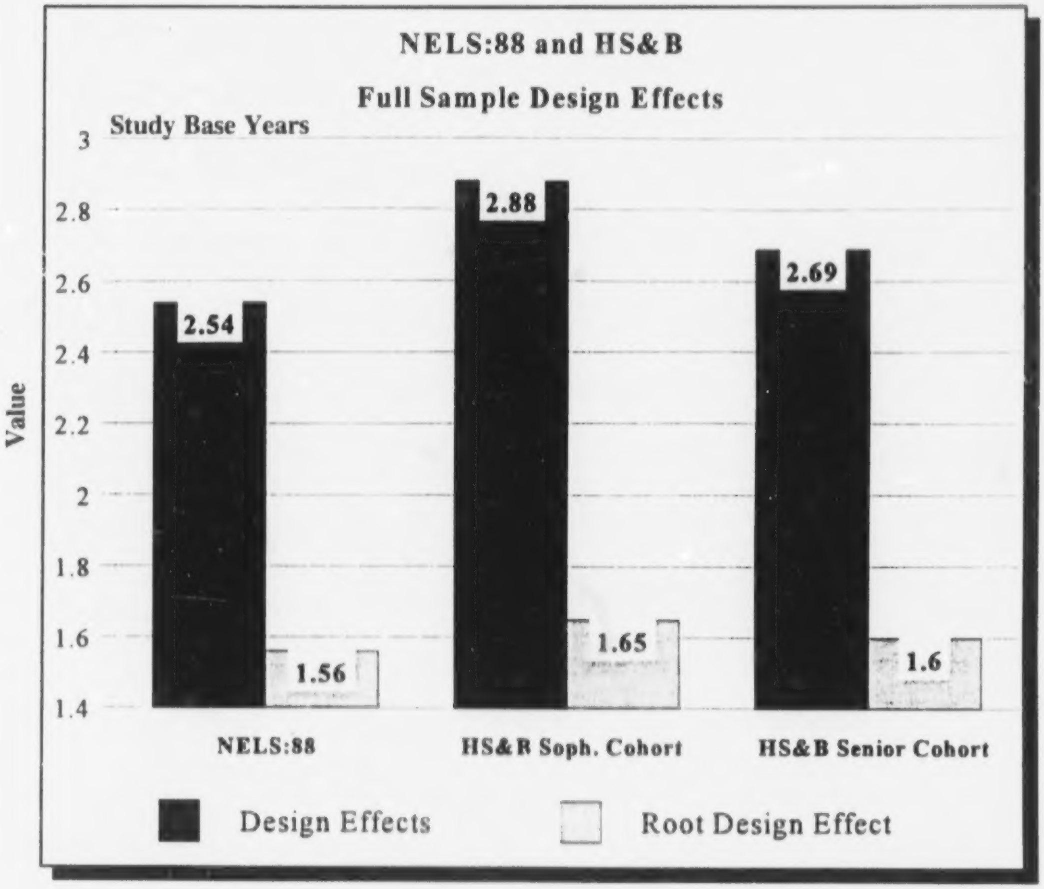
[4] For a more detailed presentation of design effects for individual items for the total sample and for various subsamples, see the *NELS:88 Base Year Sample Design Report*. For tables of base year parent and school administrator questionnaire data standard errors and design effects, see the respective base year data file user's manuals, or the sample design report.

Figure 3.3.2-1:
HS&B and NELS:88 Base Year DEFFs



Source: National Education Longitudinal Study of 1988 (NELS:88), National Center for Education Statistics, U.S. Department of Education.

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Selection of First Follow-Up Items. Standard errors and design effects were also calculated for thirty means and proportions based on the NELS:88 first follow-up student and dropout data. The goal was to estimate standard errors/design effects for all respondents including dropouts and separately for dropouts. Because of the lack of perfect overlap between questions on the student and dropout questionnaires, and because 25 percent of the dropout sample was administered an abbreviated questionnaire, it was necessary to select two sets of thirty items, one to represent questions asked of all respondents and one to represent questions asked of all dropouts.

To select questions for the standard errors/design effects analysis of all respondents a number of criteria were used. The first criterion was whether a question appeared in the NELS:88 base year or High School and Beyond analyses of standard errors/design effects. Policy relevance was the second criterion used for selecting questions. This criterion was used in order to ensure that variables that were important to analysts, thus likely to receive considerable use, were represented.

The remaining variables were selected randomly from the pool of remaining critical items. The selection process occurred using the following procedure. First, all critical items not selected by the first two criteria formed a pool of eligible items. This involved three types of items—binary items, multiple category items, and continuous or quasi-continuous items. Each category of a multiple-category item was treated as a separate binary item. Second, all of the items (binary and continuous) were rescaled such that the lowest possible value was zero and the highest possible value was 100. Finally, the rescaled items were sorted from by the size of their means and a systematic sample of sixteen items was selected from the sorted list of items.

For dropouts, the starting point for selecting the variables for standard error/design effect calculations was to use items that overlapped the student and dropout questionnaires and that were already selected for the analysis of all respondents. The remaining items were selected randomly from the pool of critical items not already selected that were in both the full and abbreviated versions of the dropout questionnaire, using the same transformation, ordering, and systematic sampling procedure used to select items for all students.

Results. As expected, the design effects in the first follow-up are somewhat higher than those of the base year. This is a result of the subsampling procedures used for the first follow-up; students who were found to be attending schools with a small number of base year sample students were undersampled in the first follow-up. Tables F-5 and F-6 show that subgroups also have larger design effects compared to those in the base year. Table F-2 presents base year design effects for twelve subgroups defined similarly to those in tables F-5 and F-6. For eleven of the twelve subgroups, the first follow-up survey average design effects are larger than those for the base year survey, regardless of whether the full or panel samples are considered. The one exception is students from private schools. While having the highest average design effect (as they did in the base year analysis), these students show a lower average design effect in the first follow-up survey (full sample, 6.65; panel sample, 6.53) than in the base year survey (8.80).

Both average design effects for the first follow-up survey were larger than the average design effect of 2.88 obtained for the base year HS&B Sophomore Cohort. The direction of this difference held for ten of the eleven subgroups comparable across the first follow-up and HS&B. Catholic school students are the exception. The average first follow-up design effect for Catholic school students is lower than the average HS&B Catholic school student design effect (first follow-up: full sample, 2.67, panel sample, 2.62; HS&B, 3.60). In HS&B, black and Hispanic Catholic schools were oversampled; however, the sample of Catholic schools in NELS:88 is more diverse. This diversity resulted in less clustering and, in effect, lower design effects. Further, while the first follow-up design effect for private school students was higher than in HS&B, the difference is small (first follow-up: full sample, 6.65, panel sample, 6.53; HS&B, 6.22); in fact it is the smallest of the differences in average design effects between the two surveys.

The general tendency in longitudinal studies is for design effects to lessen over time, as dispersion reduces the original clustering. However, subsampling has the opposite effect, that is, it increases design effects. This is so because subsampling introduces additional variability into the weights with an attendant loss in sample efficiency, as may be illustrated by the case of the sophomore cohort of HS&B. For example, considerable subsampling of nonrespondents was done in the HS&B first follow-up, which had a rather higher design effect, 3.59, than HS&B base year. Comparatively more subsampling was done in the NELS:88 first follow-up, which has an overall design effect similar to, though somewhat higher than, the HS&B first follow-up (3.8 or 3.9 for NELS:88, 3.6 for HS&B).

The larger design effects (compared to NELS:88 and HS&B base years) in the NELS:88 first follow-up survey are probably due to disproportionality in strata representation introduced by subsampling. This is illustrated in the higher design effects for dropouts than for students (full sample: students, 3.86, dropouts, 4.71; panel sample: students, 4.71, dropouts, 4.70); dropouts were retained at a much higher rate (i.e., certainty) than students, who were subsampled at rates corresponding to their clustering in first follow-up schools.

To make a more exact assessment of the expected increase in design effects for the first follow-up sample an additional analysis of the student data was conducted using NELS:88 base year data. Standard errors and design effects were calculated on the base year student respondents, using the same variables that were used in the base year analysis, but using the first follow-up panel weight. Any magnitude of the increase in design effects in the first follow-up can be assessed by comparing the average design effect obtained from this analysis with the design effect obtained using the entire base year sample and the base year questionnaire weight, BYQWT. This analysis yielded a design effect of 3.90 (root design effect=1.96), and supports the contention that the increase in first follow-up design effects is due to weighting necessary to accommodate the subsampling.

3.3.2 Second Follow-Up Standard Errors and Design Effects

Selection of Second Follow-Up Items. Standard errors and design effects were also calculated for thirty means and proportions based on the NELS:88 second follow-up student and dropout data. As in the first follow-up analysis, the goal was to estimate standard errors/design effects for all respondents including dropouts, and separately for dropouts.

Criteria similar to those used in the first follow-up were used to select questions for the second follow-up standard error/design effects analysis. The first criterion was whether a question had been used in the NELS:88 base year and first follow-up or High School and Beyond analyses of standard errors/design effects. This overlap resulted in the inclusion of sixteen items. Additionally, it was important to maximize the overlap between questions that appeared in both the second follow-up student and dropout questionnaires. Nine of the remaining items selected appear in both second follow-up instruments. A total of five non-overlap items were selected from the student questionnaire to supplement those in common with the dropout questionnaire.

Policy relevance was the second criterion for selecting items. This criterion was applied in order to ensure that variables that are important to analysts, thus likely to have a higher frequency of use, were represented. Using this criterion, four cognitive test scores were selected: the IRT-estimated number right scores for mathematics, English, science, and social studies. Although several test score composites were available, the IRT-estimated number right scores were used because they compensate for guessing and omitted items. The IRT scores have also been equated across the multi-level math and reading test forms.

Results. The conditional design effects in the second follow-up are lower than those in the first follow-up (for both the full sample and the panel) but higher than those in the base year. Tables F-12, F-13, and F-14 show that, for the most part, the second follow-up design effects for subgroups are also larger than those obtained for similar subgroups in the base year (see table F-2 for comparison). For eleven of the twelve subgroups in the full sample, and for ten of the twelve subgroups in the panel samples, the second follow-up survey average design effects are larger than those for the base year survey. The exceptions are students from Catholic and other private schools, although the design effect for other private schools remains the highest of all the second follow-up subgroups for the full and panel samples.

As mentioned earlier, the tendency in longitudinal studies is for design effects to lessen over time because of dispersion of the sample members from the original clusters. However, subsampling introduces additional variability into the weights with an attendant loss in sample efficiency. The second follow-up design effects are probably larger than the base year design effects because of the subsampling in the first follow-up. They are most likely smaller than the design effects of the first follow-up because of sample dispersion between the first and second follow-ups. When the NELS:88 second follow-up design effects are compared to those from the HS&B first follow-up of the sophomore cohort a remarkable similarity is found (see figure 3.3.2-2). DEFF is 3.709 for the full sample NELS:88 second follow-up data, and 3.589 for the equivalent HS&B first follow-up data. DEFT is 1.890 for NELS:88 and 1.837 for HS&B. Figure 3.3.2-2 below illustrates the design effects for NELS:88 follow-ups in contrast to the first follow-up of the HS&B sophomore cohort.

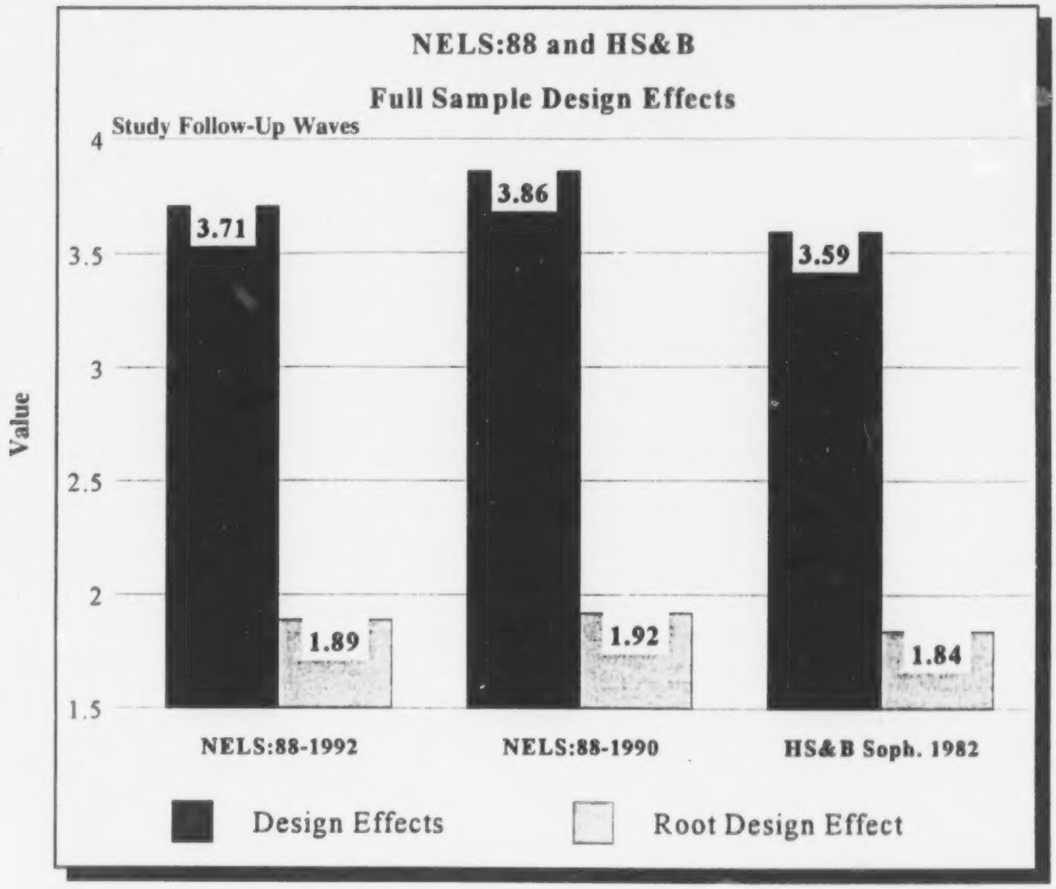
3.3.3 Design Effects and Approximate Standard Errors

Researchers who do not have access to software for computing accurate estimates of standard errors can use the mean design effects presented in tables F-2 (for base year data), F-5 and F-6 (for first follow-up data), and F-12, F-13 and F-14 (for second follow-up data) to approximate the standard errors of statistics based on the NELS:88 data. Similarly, the standard error of a mean can be estimated from the weighted variance of the individual scores and the appropriate mean DEFT. Section 3.3.4 of the *NELS:88 Second Follow-Up Student Data File User's Manual* contains specific information concerning the calculation of such estimates for researchers conducting additional analyses.

3.4 Additional Sources of Nonobservational Error

Analysis of survey error is important for understanding the potential bias in making inferences from an obtained sample to a population. Sampling errors occur because the data are collected from a sample rather than a census of the population. Sampling error analyses for NELS:88 (documenting standard errors of measurement for key variables) were presented earlier in this chapter (see section 3.3). In this section, other sources of nonobservational error are discussed.

Figure 3.3.2-2:



Source: National Education Longitudinal Study of 1988 (NELS:88), National Center for Education Statistics, U.S. Department of Education.

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Nonobservational error results from measurements not being taken from a portion of the population and comprises several factors, including undercoverage and nonresponse biases caused by unit and item nonresponse.[5] For an extended discussion of student sample exclusion and undercoverage issues, see Ingels, *Sample Exclusion in NELS:88*, NCES, 1996.

Base year data quality was examined by Kaufman and Rasinski (*Quality of the Responses of Eighth-Grade Students in NELS:88*, 1991, NCES 91-487). The authors compared student and parent reports to similar items, examined the consistency of student responses to similar items, and assessed the reliability of several of the scales that have been constructed from parent, school administrator or student data. Kaufman and Rasinski concluded that "the NELS:88 data displayed a high degree of accuracy and consistency". McLaughlin and Cohen (*NELS:88 Survey Item Evaluation Report*, forthcoming 1997, NCES 97-052), have examined base year through second follow-up data. Their approach is less to assess reliability and validity of responses than to assess which items are most sensitive to changes in the source of the information, within a study that provides data at multiple time points from multiple respondent populations. Their report examines 64 pairs of measures from parents and students (or dropouts), 12 from teachers and students, and 112 from students across waves in order to determine: (1) degree of similarity of response distributions for items from different sources; (2) nonresponse bias; (3) subgroup differences in pair convergence and item omission; and (4) the impact on conclusions about student outcomes of the investigator's choice of source of information.

For documentation of item nonresponse in NELS:88 see the *NELS:88 Base Year Sample Design Report* (Spencer, Frankel, Ingels, Rasinski & Tourangeau, 1990; NCES 90-463, Section 4.3); the *NELS:88 First Follow-Up Student Component Data File User's Manual* (Ingels, Scott, Lindmark, Frankel & Myers, 1992, NCES 92-030, section 3.7.2); the *NELS:88 Second Follow-Up Student Component Data File User's Manual* (Ingels, Dowd, Baldridge, Stipe, Bartot & Frankel; 1994; NCES 94-374, Section 3.4.2); and the *NELS:88 Third Follow-Up Methodology Report* (Haggerty, Dugoni, Reed, Cederlund, & Taylor, 1996, NCES 96-174, Section sections 5.5-5.6). Item nonresponse does not have the same meaning for the cognitive battery because a test item may be omitted because the student does not know the answer and indeed cannot even make an educated guess. Because the NELS:88 tests have time constraints, and because there is no reward or penalty for completing the test hence questions of motivation become especially important, a critical question becomes whether test-takers completed each of the four achievement assessments in the NELS:88 battery.

Table 3.4-1 presents speededness indices for the gender, racial/ethnicity groups and totals. The speededness index presented here is the percentage of students in each group who attempt the last item. If over 80 percent attempt the last item the test is assumed to be not speeded, that is, differences in test performance are judged not to be due to time constraints. To a certain extent the proportion attempting the last item is at best an approximate estimate of speededness and likely to be biased in the direction of showing speededness when it is not present. One reason for this is that the items at the end of the test form tend to be the most difficult. As items near the end increase in difficulty, they may not be attempted by the less advanced students, and the speededness index would infer that the test is speeded rather than just having items towards the end that are too difficult for some test takers. Another reason for not answering one or more items at the end of the test might be lack of motivation to complete a test for which the student will be neither rewarded nor punished. Inspection of table 3.4-1 suggests that there is little problem with speededness. Not unexpectedly, speededness indices for the twelfth grade high math form fell below 80 percent for some subgroups. This form had five very difficult items at the very end. Another speededness index defines a test as not being speeded if "almost all" test takers complete 80 percent of the test. This definition is not affected by clusters of hard items at the end of the test. When this criterion was applied, the percentages completing at least 80 percent of the test exceeded 95 percent for virtually all subgroups and this finding was consistent for all grade levels. The vast majority of students who took the NELS:88 tests answered all of the questions. There is little indication that time constraints differentially affected scores for any gender or racial/ethnic subgroup.

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[5] Groves, R. M., *Survey Errors and Survey Costs*. New York: John Wiley and Sons, 1989, page 11.

The analysis above suggests that for those students who attempted the cognitive battery, motivation is not a problem. There is still a concern that those students who did not take the cognitive battery for whatever reason may not be missing at random, particularly in the twelfth grade. This is a central question for the unit nonresponse analysis that follows.

Unit Nonresponse. Unit nonresponse occurs when an individual respondent (such as a student, school administrator, or teacher) declines to participate, or when the cooperation of a school cannot be secured. In examining the impact of nonresponse, it is useful to think of the survey population as two independent strata—a respondent stratum that consists of all units that would have provided data had they been selected for the survey, and a nonrespondent stratum that consists of all units that would have been survey nonrespondents. The actual sample of respondents necessarily consists entirely of units from the respondent stratum. Sample statistics can serve as unbiased estimates only for this stratum; as estimates for the entire population, the sample statistics will be biased to the extent that the characteristics of the respondents differ from the entire population. The bias may be expressed as:

$$\text{Bias} = Y_R - Y, \tag{1}$$

in which:

Y_R = a parameter (e.g., a mean) characterizing the population of respondents, and

Y = the corresponding parameter characterizing the entire population.

For many simple parameters such as means and proportions, the population parameter (Y) is a weighted average of the stratum parameters (Y_R and Y_{NR}):

$$Y = P(Y_{NR}) + (1 - P)Y_R, \tag{2}$$

where:

P = the proportion of the population in the nonrespondent stratum.

Equations (1) and (2) together are mathematically equivalent to the expression:

$$\text{Bias} = P(Y_R - Y_{NR}). \tag{3}$$

In other words, the nonresponse bias for an estimated mean or proportion depends on P and on the magnitude of the difference between respondents and nonrespondents. This bias will be small if the nonrespondent stratum constitutes only a small portion of the survey population or if the differences between respondents and nonrespondents are small. P can generally be estimated from survey data using an appropriately weighted nonresponse rate.

Table 3.4.1
Percentages of Selected Subgroups Who Attempted the Last Item for Each Cognitive Test

	Total	Male	Female	Asian	Hispanic	Black	White
Base Year							
Reading	96%	95%	96%	96%	93%	90%	97%
Math	95%	95%	95%	96%	93%	90%	96%
Science	97%	97%	98%	97%	96%	94%	98%
History	98%	98%	98%	97%	97%	97%	99%
First Follow-Up							
Reading Low	94%	95%	94%	92%	89%	90%	97%
Reading High	98%	98%	98%	97%	96%	93%	98%
Math Low	97%	97%	98%	99%	97%	96%	98%
Math Middle	94%	94%	94%	92%	90%	90%	96%
Math High	97%	97%	98%	98%	94%	96%	97%
Science	98%	98%	98%	96%	95%	96%	99%
History	98%	98%	97%	97%	95%	95%	98%
Second Follow-Up							
Reading Low	93%	93%	93%	87%	87%	90%	95%
Reading High	91%	91%	91%	92%	83%	75%	93%
Math Low	98%	97%	98%	94%	96%	97%	99%
Math Middle	91%	92%	90%	91%	87%	87%	92%
Math High	81%	82%	79%	87%	69%	67%	82%
Science	97%	97%	97%	98%	95%	95%	98%
History	97%	97%	97%	95%	93%	95%	98%

SOURCE: National Education Longitudinal Study of 1988 (NELS:88), National Center for Education Statistics, U.S. Department of Education

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In the base year of NELS:88, an analysis of school-level nonresponse suggested that, to the extent that schools can be characterized by size, control, organizational structure, student composition, and other characteristics, the impact of nonresponding schools on the quality of the student sample is small (for details, see the *Base Year Sample Design Report*). School nonresponse has not been assessed in the first and second follow-ups for two reasons. First, there was practically no school-level nonresponse; institutional cooperation levels approached 99 percent in both rounds. School nonresponse consequently had little impact on the collection of student or school contextual data in either the first or second follow-up. Second, the first and second follow-up samples were student-driven, unlike the two-stage initial sample design in the base year. Hence, even if a school refused in either the first or second follow-up, the individual student was pursued outside of school, though school contextual data were not collected for the student.

Analysis of NELS:88 Student Nonresponse. This section examines nonresponse in the first three waves of NELS:88. Analyses were conducted for both the eighth-grade and sophomore cohorts; any member of the eighth-grade cohort who did not complete a survey in all three rounds of NELS:88 (base year, first follow-up, and second follow-up) and any member of the sophomore cohort who did not complete a survey in the second and third rounds (first follow-up and second follow-up) was considered a survey panel nonrespondent for that cohort. Panel nonresponse, under the stringent conditions described above, was the main focus in this analysis because the first priority of NELS:88 is to provide a basis for longitudinal analysis rather than for within-round estimates. Even when within-round response rates are quite high, panel response rates may be much lower. Moreover, in NELS:88, the requirement for eligibility for a panel weight was participation in *all* relevant rounds (1988, 1990 and 1992 for members of the eighth grade cohort; 1990 and 1992 for members of the sophomore cohort). There were several causes of student nonparticipation in the base year and follow-up surveys. Some students refused to cooperate; others could not be located or were unavailable at the time of the survey, and a few had died.

An additional nonresponse variable was created to indicate *cognitive test participation*. Not all questionnaire completers also completed the NELS:88 test battery. Moreover, no special nonresponse-adjusted weight has been created to compensate for test noncompletion. It is therefore important to determine the degree of bias attendant upon test nonresponse of questionnaire completers.

A member of the eighth-grade cohort who did not complete a cognitive test in all three rounds, or a member of the sophomore cohort who did not complete a cognitive test in the first and second follow-ups, was considered a cognitive test panel nonrespondent. (The definitions for each type of panel respondent are displayed in figure 3.4-1.) Some cognitive test nonresponse was due to the mode of survey administration. All dropouts and some students were surveyed outside of school in the first and second follow-ups, by telephone or in person at a group or individual survey session. When possible, sample members were surveyed in person. However, for cost or cooperation reasons, a significant percentage of questionnaires completed outside school were completed by telephone; for obvious reasons, the cognitive tests could not be administered during a telephone interview. The rate of cognitive test refusal was also higher among sample members surveyed in group or individual survey sessions than among students surveyed in school.

Figure 3.4-1: Panel Respondent Definition for Student Nonresponse Analysis

Definition of Panel Respondent		
Battery	*Eighth Grade Panels*	*Sophomore Panels*
Questionnaire	*1988 + 1990 + 1992* Panel Respondent N=16,489 (Cohort Nonrespondent N=3,156)	*1990 + 1992* Panel Respondent N=16,749 (Cohort Nonrespondent N=1,427)
Cognitive Test	*1988 + 1990 + 1992* Panel Respondent N=11,902 (Cohort Nonrespondent N=7,743)	*1990 + 1992* Panel Respondent N=12,574 (Cohort Nonrespondent N=5,602)

Nonresponse rates were calculated on the basis of full participation in the panel; the nonresponse rate is the proportion of the selected students (excluding deceased students) who were nonrespondents in any round in which data were expected:

$$P = NR / (R + NR)$$

in which:

P = the nonresponse rate,
R = the number of responding students, and
NR = the number of nonresponding students.

Nonresponse rates for the eighth-grade and sophomore cohorts were calculated by school-level and student-level variables using both weighted and unweighted data. The weight used was the second follow-up raw panel weight.[6]

Participation patterns across rounds of NELS:88 are depicted in figure 3.4-2 in unweighted percents. Patterns are given for both questionnaire and cognitive test participation. The last row for each cohort represents the panel respondents, and the remaining rows together define the panel nonrespondents.

The overall unit response rates for participants and nonparticipants (i.e., the percentage of certain subgroups who responded in at least one round of NELS:88 or for whom some basic information was recorded) were compared using several items that were selected from the base year, first follow-up, and second follow-up questionnaires, including attitude items and participation in extracurricular activities as well as basic demographic and school variables. These items were used to give some indication of the characteristics of unit nonrespondents in the two cohorts. The questionnaire variables chosen represent characteristics which remain relatively stable across all three rounds and which are repeated across questionnaires. Thus, for panel nonrespondents who completed a questionnaire in at least one round, the response for these items were assumed to be consistent across rounds, had they participated in all three. In other words, the response given by a panel nonrespondent in one of the rounds is considered to be the

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[6] The raw (or "design") weight does not appear on the NELS:88 public release file. The public release files contain only the final (that is, nonresponse-adjusted) weight.

Figure 3.4-2: Pattern of Participation Across Rounds of NELS:88

NELS:88 Eighth Grade Cohort

Questionnaire Completers

1988	*1990*	*1992*	*N*	%
N	N	N	185	1.0
N	N	Y	122	0.6
N	Y	N	146	0.7
N	Y	Y	799	4.1
Y	N	N	331	1.7
Y	N	Y	638	3.2
Y	Y	N	935	4.8
Y	Y	Y	16,489	83.9
TOTAL:			19,645	100.0

Cognitive Test Completers

1988	*1990*	*1992*	*N*	%
N	N	N	438	2.2
N	N	Y	122	0.6
N	Y	N	463	2.4
N	Y	Y	906	4.6
Y	N	N	1,270	6.5
Y	N	Y	683	3.5
Y	Y	N	3,861	19.6
Y	Y	Y	11,902	60.6
TOTAL:			19,645	100.0

NELS:88 Sophomore Cohort

Questionnaire Completers

1990	*1992*	*N*	%
N	N	129	0.7
N	Y	293	1.6
Y	N	1,005	5.5
Y	Y	16,749	92.2
TOTAL:		18,176	100.0

Cognitive Test Completers

1990	*1992*	*N*	%
N	N	867	4.8
N	Y	566	3.1
Y	N	4,169	22.9
Y	Y	12,574	69.2
TOTAL:		18,176	100.0

true response had the individual responded in all of the rounds. For all members of the cohort, both respondents and nonrespondents, these questionnaire responses were collected from survey data from the first round of that member's participation. For example, if the student participated in the base year survey, information was collected from 1988 survey data. If the member did not participate in the base year but did participate in the first follow-up, first follow-up survey data were used. Finally, second follow-up data were used only if the member did not participate in either the base year or first follow-up but did participate in the second follow-up. Only minimal demographic information is available for members who did not respond in any of the three rounds. Responses for questions regarding attitudes and extracurricular participation, conversely, were only available for panel members who participated in at least one round of data collection.

School variables are taken from the base year survey for the eighth-grade cohort and from the first follow-up survey for the sophomore cohort. Demographic information, however, is taken according to that which is most recent. In other words, second follow-up data are taken first, and data from previous rounds are used if student data are missing.

Across the three rounds of NELS:88, about eighteen percent of the eighth-grade cohort and ten percent of the sophomore cohort were survey nonrespondents at one or more time points. Cognitive test nonresponse was much higher. Approximately forty-three percent of the eighth-grade cohort did not complete a cognitive test in all three rounds, and thirty-five percent of the sophomore cohort did not complete a cognitive test in the second two rounds. Weighted frequencies for participants and nonparticipants of the NELS:88 surveys and cognitive tests are presented in tables 3.4-1 through 3.4-4. Comparisons are shown for sex, race, and educational aspirations. Results for an additional eighteen variables are included in appendix G.

Equation (1) shows that bias due to nonresponse depends on the difference between the respondents and all selected students:

Student-level bias = $Y_R - Y$,

in which Y_R = a parameter, such as a mean or proportion, characterizing respondents, and
Y = the corresponding parameter characterizing all selected students.

The percentages in tables 3.4-1 through 3.4-4 for all students are estimates of Y, and the percentages for participants in all three rounds of NELS:88 are estimates of Y_R. The differences between the two are estimates of bias. The final weights used in NELS:88, in contrast to the raw weight used in this analysis, do adjust for nonresponse (i.e., adjust to correct population totals) in estimates for sex and race categories. However, these weights do not necessarily correct for bias in these categories.

On the whole, tables 3.4-1 and 3.4-2 reveal only small discrepancies between estimates based only on data from participants and estimates based on data from both participants and nonparticipants. In terms of survey nonresponse bias, the tables indicate that the student-level bias components for the sophomore cohort are small. However, because of the more stringent requirements for being an eighth-grade cohort respondent than a sophomore cohort respondent, bias estimates are higher for the eighth-grade cohort.

Table 3.4-1:
Comparison of NELS:88 Questionnaire Completers to all NELS:88 Selections and Non-completers: Eighth-grade Cohort

Variable	*All Selected*	*Participants*	*Non-Participants*	*Bias*
Sex				
Male	50.2%	49.4%	53.8%	-.8%
Female	49.8	50.6	46.2	.8
Race				
Asian	3.4	3.2	4.2	-.2
Hispanic	10.5	9.7	14.2	-.8
Black	13.7	12.7	17.8	-1.0
White	69.5	73.0	54.6	3.5
American Indian	1.5	1.3	2.5	-.2
Educational Aspirations				
Less than high school	1.6	1.3	2.9	-.3
Graduate from high school	10.4	9.6	14.2	-.8
Vocational, trade, or business school	9.6	9.2	11.2	-.4
Attend College	13.4	13.1	15.0	-.3
Graduate from college	41.3	44.0	29.3	2.7
Attend graduate school	21.8	22.8	17.8	1.0

Note: All figures in the table are weighted percentages conditional on the column variable.

SOURCE: National Education Longitudinal Study of 1988 (NELS:88), National Center for Education Statistics, U.S. Department of Education.

Table 3.4-2:
Comparison of NELS:88 Questionnaire Completers to all NELS:88 Selections and Non-completers: Sophomore Cohort

Variable	*All Selected*	*Participants*	*Non-Participants*	*Bias*
Sex				
Male	50.0%	49.7%	52.3%	-.3%
Female	50.0	50.3	47.7	.3
Race				
Asian	3.8	3.7	4.6	-.1
Hispanic	10.8	10.2	15.9	-.6
Black	13.0	12.2	19.6	-.8
White	70.9	72.6	57.6	1.7
American Indian	1.4	1.3	2.2	-.1
Educational Aspirations				
Less than high school	0.8	0.7	1.5	-.1
Graduate from high school	9.3	8.9	13.5	-.4
Vocational, trade, or business school	9.3	9.0	12.4	-.3
Attend college	14.1	13.7	17.5	-.4
Graduate from college	43.5	44.3	35.4	.8
Attend graduate school	23.0	23.4	19.7	.4

Note: All figures in the table are weighted percentages conditional on the column variable.

SOURCE: National Education Longitudinal Study of 1988 (NELS:88), National Center for Education Statistics, U.S. Department of Education.

Table 3.4-3:
Comparison of NELS:88 Cognitive Test Completers to all NELS:88 Selections and Non-completers: Eighth-grade Cohort

Variable	*All Selected*	*Participants*	*Non-Participants*	*Bias*
Sex				
Male	50.2%	49.7%	50.8%	-.5%
Female	49.8	50.3	49.2	.5
Race				
Asian	3.4	3.3	3.5	-.1
Hispanic	10.5	8.9	12.7	-1.6
Black	13.7	10.9	17.3	-2.8
White	69.5	75.7	61.7	6.2
American Indian	1.5	1.2	2.0	-.3
Educational Aspirations				
Less than high school	1.6	0.8	2.8	-.8
Graduate from high school	10.4	8.2	13.3	-2.2
Vocational, trade, or business school	9.6	8.2	11.5	-1.4
Attend college	13.4	12.9	14.2	-.5
Graduate from college	41.3	46.3	34.7	5.0
Attend graduate school	21.8	23.7	19.5	1.9

Note: All figures in the table are weighted percentages conditional on the column variable.

SOURCE: National Education Longitudinal Study of 1988 (NELS:88), National Center for Education Statistics, U.S. Department of Education.

Table 3.4-4:
Comparison of NELS:88 Cognitive Test Completers to all NELS:88 Selections and Non-completers: Sophomore Cohort

Variable	*All Selected*	*Participants*	*Non-Participants*	*Bias*
Sex				
Male	50.0%	50.0%	49.8%	0%
Female	50.0	50.0	50.2	0.00
Race				
Asian	3.8	3.8	3.9	0.00
Hispanic	10.8	9.2	13.6	-1.6
Black	13.0	11.4	15.9	-1.6
White	70.9	74.3	65.1	3.4
American Indian	1.4	1.3	1.5	-.1
Educational Aspirations				
Less than high school	0.8	0.6	1.3	-.2
Graduate from high school	9.3	8.1	11.6	-1.2
Vocational, trade, or business school	9.3	8.5	10.9	-.8
Attend college	14.1	13.2	15.7	-.9
Graduate from college	43.5	45.7	39.2	2.2
Attend graduate school	23.0	23.9	21.3	.9

Note: All figures in the table are weighted percentages conditional on the column variable.

SOURCE: National Education Longitudinal Study of 1988 (NELS:88), National Center for Education Statistics, U.S. Department of Education.

Tables 3.4-3 and 3.4-4 indicate larger discrepancies between estimates based on data from cognitive test completers and estimates based on data from both completers and noncompleters. Cognitive test nonresponse bias is notably higher than survey nonresponse bias for both cohorts.

Tables 3.4-1 through 3.4-4 include estimates of survey nonresponse bias for thirteen estimates for each cohort; the frequency distributions of these bias estimates are given in tables 3.4-5 and 3.4-6. For the eighth-grade cohort, the mean of the unsigned bias estimates for survey nonresponse is 0.98 percentage points and the median is 0.8; for the sophomore cohort, the mean and median for survey nonresponse are 0.48 and 0.4 percentage points, respectively. The results for sex, race, and educational aspirations for both cohorts are representative of the larger set of variables examined in appendix G.

The results for survey nonresponse bias show that the magnitude of the bias is generally small—few percentage estimates will be off by as much as two percent in the eighth-grade cohort and one percent in the sophomore cohort—and the direction predictable. The direction of the bias is partly a function of the different rates of nonresponse for different subgroups. For example, blacks had a higher nonresponse rate than whites. As a result, when estimates of racial composition are based only on participants' data, the estimate for blacks appears to be too low and the estimate for whites too high. However, this bias reflects the raw weight; the nonresponse-adjusted weight corrects for differences by race and sex to produce correct population estimates for each subgroup. It cannot correct for bias attendant upon characteristics of interest if they are differentially distributed between nonresponding and responding members of a weighting subgroup. Further, whenever a factor related to nonresponse is also related to a variable of substantive interest, estimates concerning the substantive variable will be somewhat biased. However, because few variables are strongly related to student nonresponse and because the overall rates of student survey nonresponse are low, bias estimates are relatively small.

Table 3.4-5:
Distribution of NELS:88 Unsigned Bias Estimates for Questionnaire Panel Nonresponse

Bias estimate	Eighth-Grade Cohort Frequency	Sophomore Cohort Frequency
.0 - .3 %	4	6
.4 - .7 %	1	4
.8 - 1.1 %	6	2
1.2 - 1.5 %	0.00	0.00
1.6 - 1.9 %	0.00	1
2.0 % or greater	2	0.00
TOTAL:	13	13
Mean	.98%	.48%
Median	.8%	.4%

SOURCE: National Education Longitudinal Study of 1988 (NELS:88), National Center for Education Statistics, U.S. Department of Education.

Table 3.4-6
Distribution of Unsigned Bias Estimates for Cognitive Test Panel Nonresponse

Bias estimate	Eighth-Grade Cohort Frequency	Sophomore Cohort Frequency
.0 - .3 %	2	5
.4 - .7 %	3	0.00
.8 - 1.1 %	1	3
1.2 - 1.5 %	1	1
1.6 - 1.9 %	2	2
2.0 % or greater	4	2
TOTAL:	13	13
Mean	1.83%	.99%
Median	1.4%	0.9%

SOURCE: National Education Longitudinal Study of 1988 (NELS:88), National Center for Education Statistics, U.S. Department of Education.

NELS:88 Student Nonresponse Rates: Student-Level School Variables. This section examines survey and cognitive test nonresponse for each cohort by school variables at the student-level. Again, panel nonresponse is investigated, with a nonrespondent defined as (a) any member of the eighth-grade cohort who failed to complete a questionnaire in any one (or more) of the three rounds of NELS:88 (1988, 1990, 1992); or (b) any member of the 1990 sophomore cohort who failed to complete a questionnaire at either or both time points (1990, 1992). Six variables are shown in tables 3.4-7 and 3.4-8: *school type*, *census region*, *level of urbanization*, *percent minority in the eighth-grade school*, *percent students receiving free or reduced-price lunch in eighth grade (a measure of school socioeconomic status)*, and *school enrollment*. Base year data were used to classify the schools for the eighth-grade cohort, and first follow-up data were used to classify the schools for the sophomore cohort. The response rates given in the tables are weighted using the raw weight.

Table 3.4-7 indicates that eighth-grade cohort students attending schools with a high percentage of minority students and those attending schools with a high percentage of students receiving reduced-priced lunches are significantly more likely than their counterparts to be questionnaire nonrespondents **(minority >20 vs <=20 t=8.05; lunch >20 vs <=20 t=5.17)**. Conversely, students in the eighth-grade cohort who attend schools in rural areas are much less likely to be nonrespondents **(rural vs. urban t=5.32, rural vs. sub t=4.17)**. For the sophomore cohort, students attending schools in urban areas are more likely to be nonrespondents **(urban vs. sub t=2.54, urb vs. rural t=3.4)**. In both cohorts, students attending schools in the West have higher nonresponse rates than those in other areas of the country **(g8 cohort: West vs. Northeast t=3.92, W vs. Midwest t=6.74, W vs. South t=4.43; g10 cohort: W vs. N t=3.12, W vs. M t=4.53, W vs. S t=3.28)**, and Catholic school students are much more likely to be questionnaire respondents than their public school counterparts **(g8 cohort: Catholic vs. public t=6.70; g10 cohort: Catholic vs. public t=7.66)**.

Table 3.4-7:
Weighted Panel Survey Nonresponse Rates by Selected School Characteristics

Characteristic	*Eighth-Grade Cohort*	*Sophomore Cohort*
ALL STUDENTS	18.3%	10.3%
School Type		
Public	19.1	10.1
Catholic	10.8	3.2
Private: Non-Religious	10.8	5.3
Private: Other Religious	19.5	4.9
Private: Not Ascertained	NA	25.5
Region		
Northeast	18.0	9.1
Midwest	13.8	7.2
South	17.6	9.2
West	24.8	14.2
Urbanization		
Urban	21.6	12.2
Suburban	18.7	9.1
Rural	14.4	8.0
Percent Minority in School		
20% or less	14.5	not available
Greater than 20%	23.1	not available
Percent Students Receiving Free or Reduced-Price Lunch		
20% or less	15.7	not available
Greater than 20%	20.8	not available
School Enrollment		
Less than 100	14.8	6.4
100-199	15.9	7.6
200-299	19.7	5.9
300-399	20.5	11.8
400 or more	24.2	12.9

SOURCE: National Education Longitudinal Study of 1988 (NELS:88), National Center for Education Statistics, U.S. Department of Education.

Table 3.4-8:
Weighted Panel Cognitive Test Nonresponse Rates by Selected School Characteristics

Characteristic	*Eighth-Grade Cohort*	*Sophomore Cohort*
ALL STUDENTS	43.2%	35.2%
School Type		
Public	44.1	33.7
Catholic	33.9	27.3
Private: Non-Religious	34.0	31.1
Private: Other Religious	37.2	25.1
Private: Not Ascertained	NA	76.3
Region		
Northeast	42.1	31.7
Midwest	35.5	27.9
South	43.6	33.6
West	52.4	42.5
Urbanization		
Urban	49.6	39.0
Suburban	43.8	33.9
Rural	36.1	27.9
Percent Minority in School		
20% or less	36.5	not available
Greater than 20%	52.6	not available
Percent Students Receiving Free or Reduced-Price Lunch		
20% or less	39.4	not available
Greater than 20%	46.9	not available
School Enrollment		
Less than 100	36.5	26.4
100-199	40.6	31.0
200-299	47.4	27.5
300-399	46.1	35.1
400 or more	50.6	40.5

SOURCE: National Education Longitudinal Study of 1988 (NELS:88), National Center for Education Statistics, U.S. Department of Education.

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Cognitive test nonresponse shows similar trends, as seen in table 3.4-8. For the eighth-grade cohort, students attending schools with a high percentage of minority students or with a high percentage of students receiving reduced-price lunches are much less likely to complete a cognitive test in all three rounds **(minority <20% vs >=20% t=13.80; lunch <20% vs >=20% t=6.55)**. For the sophomore cohort, students attending schools in urban areas show higher nonresponse rates **(urban vs suburban t=3.32, urban vs rural t=7.02)**. Students in both cohorts who attend schools in the West are much less likely to complete a cognitive test in all rounds than their counterparts in other areas of the country **(g8 cohort: W-N t=5.63, W-M t=9.83, W-S t=5.30; g10 cohort: W-N t=5.64, W-M t=8.28, W-S t=5.14)**. Conversely, students attending schools in rural areas have lower nonresponse rates than those in urban and suburban areas **(g8 cohort: rural vs urban t=8.66; rural vs suburban t=6.16; g10 cohort: rural vs urban t=7.02, rural vs suburban t=4.63)**.

NELS:88 Student Nonresponse Rates: Individual-Level Variables. In this section, the survey and cognitive test nonresponse rates are analyzed by individual-level variables, including demographic characteristics, academic aptitude, attitude toward school, and several questionnaire variables indicating English language usage skills and school-related behavior.

Tables 3.4-9 and 3.4-10 display the weighted rate of nonresponse by sex, race, high school academic program, cognitive test quartile, and dropout status. Appendix G includes results for supplementary analyses based on other classification variables.

Overall, nonresponse rates are lower in the sophomore cohort than in the eighth-grade cohort. This is undoubtedly due to the more stringent requirements for respondent status among eighth-grade cohort members (completion of a questionnaire or cognitive test in all three rounds of NELS:88) than among sophomore cohort members (completion of first and second follow-up questionnaires or cognitive tests). Indeed, when nonresponse is evaluated based on only one round of participation (for example, nonresponse in the NELS:88 second follow-up), nonresponse rates are even lower.

Survey Nonresponse. In both cohorts, males and females are approximately equally likely to be questionnaire nonrespondents. The difference between male and female nonresponse rates is 2.6 percent in the eighth-grade cohort and 1.0 percent in the sophomore cohort.

Racial differences are more pronounced and show Hispanics and blacks with higher rates of nonresponse. In the eighth-grade cohort, Asian students also exhibit relatively high levels of nonresponse (22.5 percent) **(Asian v White t=4.17, A v Black t=n.s., A v Hispanic t=n.s.)**, while Hispanic and black nonresponse rates are 24.7 percent and 23.6 percent, respectively, compared to 14.4 percent for whites **(H v W=6.31, B v W=4.91)**. In the sophomore cohort, nonresponse rates are significantly higher for blacks and Hispanics (14.9 percent and 14.5 percent, respectively) than for whites (8.0 percent) **(B v W=3.71, H v W=4.26)**. The sample size for American Indians is too small to make comparisons with other racial subgroups.

High school program is also related to nonresponse. Students in an academic program exhibit the lowest rates of nonresponse (10.6 percent in the eighth-grade cohort and 5.0 percent in the sophomore cohort), while the highest nonresponse rate for both cohorts is among students in an unspecified (other) program (21.6 percent for the eighth-grade cohort and 12.2 percent for the sophomore cohort) **(g8 cohort: acad v gen=6.04, acad v voc=4.84, acad v other=3.71; g10 cohort: acad v gen=5.38, acad v voc=5.35, acad v other=4.48)**.

Table 3.4-9:
Weighted Panel Survey Nonresponse Rates by Selected Student Characteristics

Characteristic	*Eighth-Grade Cohort*	*Sophomore Cohort*
ALL STUDENTS	18.3%	10.3%
Sex		
Male	19.8	10.7
Female	17.1	9.8
Race		
Asian	23.1	12.0
Hispanic	24.8	14.5
Black	24.0	14.9
White	14.4	8.0
American Indian	30.0	15.9
High School Program		
General	15.7	9.5
Academic	10.7	5.0
Vocational/Technical	19.0	11.9
Other	21.8	12.2
Don't Know	18.1	9.7
Test Quartile		
Lowest	26.8	16.4
Middle-low	15.6	8.8
Middle-high	13.2	7.5
Highest	08.5	4.5
Individual Has Ever Dropped Out of High School		
No	15.6	8.7
Yes	32.6	23.6

SOURCE: National Education Longitudinal Study of 1988 (NELS:88), National Center for Education Statistics, U.S. Department of Education.

Table 3.4-10:
Weighted Panel Cognitive Test Nonresponse Rates by Selected Student Characteristics

Characteristic	*Eighth-Grade Cohort*	*Sophomore Cohort*
ALL STUDENTS	42.9%	35.2%
Sex		
Male	43.7	35.1
Female	42.7	35.3
Race		
Asian	45.0	35.4
Hispanic	52.0	44.0
Black	54.7	42.8
White	38.3	31.9
American Indian	56.6	38.3
High School Program		
General	43.7	37.0
Academic	31.9	26.4
Vocational/Technical	48.0	40.1
Other	51.2	40.5
Don't Know	42.8	35.9
Test Quartile		
Lowest	56.7	46.8
Middle-low	41.1	33.8
Middle-high	34.0	29.5
Highest	26.2	22.7
Individual Has Ever Dropped Out of High School		
No	36.3	30.8
Yes	77.6	71.6

SOURCE: National Education Longitudinal Study of 1988 (NELS:88), National Center for Education Statistics, U.S. Department of Education.

In each cohort, nonresponse rates were also highest for individuals in the lowest test quartile (26.5 percent for the eighth-grade cohort and 16.4 percent for the sophomore cohort) and lowest for individuals in the highest quartile (8.4 percent for the eighth-grade cohort and 4.5 percent for the sophomore cohort) **(g8: low v midlow=7.63, low v midhi=8.68, low v high=12.62, midlow v midhi=1.86, midlow v high=6.29, midhi v high=3.76; g10: low v midlow=5.41, low v midhi=5.86, low v high=8.83, midlow v midhi=1.88, midlow v high=4.88, midhi v high=2.78)**. The pattern shown for this quartile variable indicates that nonresponse is inversely related to tested achievement.

Finally, members of the cohorts who dropped out at least once between 1989 and 1992 show much higher rates of survey nonresponse. For the eighth-grade cohort, the dropout nonresponse rate is 32.3 percent compared to 15.4 percent for students who never dropped out. For the sophomore cohort, dropouts have a nonresponse rate of 23.6 percent, compared to a student rate of 8.7 percent **(g8: do v stud=10.66, g10: do v stud=7.70)**.

Cognitive Test Nonresponse. Although cognitive test nonresponse is larger in magnitude, the differences among the subgroups are no more marked. Male and female nonresponse rates are virtually identical in both cohorts, with differences of 1.0 percent in the eighth-grade cohort 0.2 percent in the sophomore cohort.

Racial differences are also similar to those among survey nonrespondents: blacks and Hispanics have higher rates of nonresponse in both cohorts. The eighth-grade cohort shows black and Hispanic nonresponse rates of 53.9 percent and 51.6 percent, respectively, compared to 38.0 percent for whites and 43.8 percent for Asians **(H v A=2.55, H v W=8.20, B v A=3.31, B v W=8.25)**. In the sophomore cohort, the nonresponse rate is 44.0 percent for Hispanics and 42.8 percent for blacks, while white and Asian rates are substantially lower (31.9 percent and 35.4 percent, respectively) **(H v A=3.12, H v W=6.73, B v A=2.44, B v W=4.96)**.

Results for high school program show students enrolled in an academic program with the lowest rates of nonresponse, and students enrolled in another (unspecified) program with the highest nonresponse rates. For the eighth-grade cohort, students enrolled in an academic program have a nonresponse rate of 31.7 percent while students in an unspecified program have a rate of 50.8 percent **(acad v gen=9.20, acad v voc=8.15, acad v other=7.67)**. For the sophomore cohort, the academic program nonresponse rate is 26.4 percent while the unspecified program rate is 40.5 percent **(acad v gen=8.40, acad v voc=6.81, acad v other=5.24)**.

Again, nonresponse is inversely related to test score quartile. Students in the lowest test quartile have higher nonresponse rates than those in the highest test quartile (56.7 percent compared to 26.2 percent for the eighth-grade cohort, and 46.8 percent compared to 22.7 percent for the sophomore cohort) **(g8: low v midlow=9.42, low v midhi=13.73, low v high=19.25, midlow v midhi=4.28, midlow v high=9.34, midhi v high=4.90; g10: low v midlow=7.12, low v midhi=9.74, low v high=14.23, midlow v midhi=2.53, midlow v high=6.90, midhi v high=4.40)**.

Students who dropped out sometime between 1989 and 1992 also have higher rates of cognitive test nonresponse than those who never dropped out. Dropout nonresponse rates are 76.8 percent in the eighth-grade cohort and 71.6 percent in the sophomore cohort, compared to student nonresponse rates of 36.0 percent and 30.8 percent, respectively **(g8: do v stud=25.66; g10: do v stud=22.54)**

Summary of NELS:88 Panel Nonresponse Analysis. The nonresponse analysis suggests that groups with lower levels of engagement in their schooling were less likely to participate in the survey:

students who had dropped out of school at least once had higher nonresponse rates than non-dropouts, students in the lowest test quartile had higher nonresponse than students in the highest quartile, and students who had low educational aspirations had higher levels of nonresponse than those with high educational goals. Also, students whose parents had a lower level of education responded less than those whose parents had a higher level of educational background, and students enrolled in a vocational or technical program responded less than students enrolled in an academic program.

Because the analyses of student nonresponse are based on survey data, they are themselves subject to nonresponse bias. Despite this limitation, however, the results consistently indicate that survey nonresponse had a small impact on NELS:88 base year through second follow-up and (for the sophomore cohort) first follow-up through second follow-up panel estimates. There is, however, some concern that those students who did not complete a cognitive test in every round may not be missing at random, particularly in the second follow-up. Tables 3.4-11 and 3.4-12 present both unweighted and weighted proportions of panel questionnaire respondents in each cohort, shown by subgroup within each timepoint, who completed the test battery.[7]

These tables indicate that there is a decline in participation at the second follow-up. Furthermore, this does not appear to be completely at random. There is some indication that certain groups decline in participation more drastically than others. For example, blacks and Hispanics in the eighth-grade cohort responded at approximately the same rate in the base year (within three percent) as whites and Asians did. However, by the second follow-up response rates for students in these racial groups had declined to as much as seven percent below those of whites and Asians. Public school students in the eighth-grade cohort also declined in response more than private school students did. In the base year, response rates for public school students were only two percent lower than for private school students, but at the second follow-up that difference increased to about six percent. Even larger differences can be found among socioeconomic status. Differences in response rates between the lowest and highest SES quartile students in the eighth-grade cohort increased from less than two percent in the base year to more than eight percent in the second follow-up.[8] Finally, dropouts in the eighth-grade cohort showed the largest decline in response. In the first follow-up, students who had dropped out at least once showed response rates nearly twenty percent lower than those for students who had never dropped out. However, by the second follow-up the difference was almost forty percent. This large decline points out some of the difficulties encountered in obtaining in-person interviews and participation in cognitive testing for dropouts.

The same overall patterns are evident for the sophomore cohort; there is a sharp decline in participation in the second follow-up. However, some of the individual patterns are not consistent with those for the eighth-grade cohort. For example, the racial differences found for the eighth-grade cohort are not apparent for the sophomore cohort. In fact, although the response rates for Hispanics and blacks are indeed lower in the first follow-up by up to eight percent than those for whites and Asians, these differences actually narrow in the second follow-up to only four percent. And while Asians in the first follow-up respond at a rate four percent lower than whites, by the second follow-up their response rate is

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[7] Students are included if they have any test data; an extremely small number of students did not complete all four tests. For breakdowns of percentage of subgroups with scorable tests by each of the four NELS:88 achievement tests, see Rock and Pollack, *Psychometric Report for the NELS:88 Base Year Through Second Follow-Up*, NCES 1995, table 3.4.

[8] Rock and Pollack, in the *Psychometric Report for the NELS:88 Base Year Through Second Follow-Up*, note that the disproportionate dropoff in cognitive test completion for low-SES sample members in 1992 could lead to some bias in estimates of 1990 to 1992 achievement gain. They recommend that researchers estimate gain under differing assumptions about the causal mechanism underlying the missing scores as a check on the robustness of their population estimates.

Table 3.4-11:
Unweighted and Weighted Percentages of Eighth-Grade Cohort Students Who Completed a Cognitive Test in Each Round

Subgroup	*Un-Weighted N*	*Base Year*	*First Follow-Up*	*Second Follow-Up*	*Weighted N*	*Base Year*	*First Follow-Up*	*Second Follow-Up*
		%	%	%		%	%	%
TOTAL	16489	96.5	94.3	77.3	2413949.16	96.6	92.8	75.3
Gender								
Male	8140	96.4	94.1	77.4	1192029	96.2	92.7	76.2
Female	8349	96.6	94.6	77.2	1221920	96.9	92.8	74.4
Race								
Asian	985	96.8	94.1	77.6	75456	96.5	92.8	78.9
Hispanic	2016	95.0	91.5	72.7	234059	95.4	89.2	71.3
Black	1628	95.4	92.3	73.5	306628	93.7	88.1	69.8
White	11659	96.8	95.2	78.8	1962398	97.2	94.1	76.7
American Indian	164	98.8	92.1	67.1	27343.2	99.3	91.7	66.4
School Type								
Public	14334	96.4	94.1	76.8	2182249	96.4	92.6	75.0
Catholic	866	97.1	97.0	84.3	133162	98.0	96.2	79.1
NAIS	383	97.4	97.6	85.4	52305.6	98.4	99.2	82.6
Other Private	853	97.4	92.8	79.0	34978.5	98.3	80.0	83.7
SES Quartile								
Lowest	3663	95.1	91.0	72.0	542015	95.4	89.5	70.0
Middle-low	3942	96.4	94.4	78.0	582709	96.8	92.2	75.5
Middle-high	4024	96.8	95.5	78.5	601295	96.9	94.4	76.1
Highest	4859	97.3	95.8	79.8	630160	97.0	94.5	78.7
Ever Dropped out								
No	14576	--	96.6	81.9	2078823	--	95.9	80.3
Yes	1913	--	76.8	42.3	335127	--	73.6	43.7

SOURCE: National Education Longitudinal Study of 1988 (NELS:88), National Center for Education Statistics, U.S. Department of Education.

Table 3.4-12:
Unweighted and Weighted Percentages of Sophomore Cohort Students Who Completed a Cognitive Test in Each Round

Subgroup	*Unweighted N*	*First Follow-Up*	*Second Follow-Up*	*Weighted N*	*First Follow-Up*	*Second Follow-Up*
		%	%		%	%
TOTAL	16749	94.8	77.8	2428396.83	93.1	75.7
Gender						
Male	8319	94.5	78.0	1207040	92.8	76.7
Female	8430	95.1	77.6	1221356	93.8	74.6
Race						
Asian	1126	91.9	77.6	88590	90.5	78.6
Hispanic	2058	90.7	74.8	247142	86.5	72.2
Black	1615	94.2	74.9	296386	91.7	72.1
White	11726	95.8	79.0	1758206	94.4	76.8
American Indian	172	98.3	72.1	28523.7	97.7	75.5
School Type						
Public	14458	94.9	77.5	2185988	93.3	75.7
Catholic	893	97.3	84.3	134469	96.9	80.2
NAIS	402	97.8	84.3	51461.5	99.2	81.8
Other Private	908	92.3	78.4	37424.4	79.6	81.1
SES Quartile						
Lowest	3399	92.7	75.7	492961	90.6	73.4
Middle-low	3951	94.7	78.7	601373	92.4	76.0
Middle-high	4143	95.8	78.6	639332	94.3	75.9
Highest	5070	95.8	79.6	662907	95.5	79.1
Ever Dropped Out						
No	14247	96.7	82.1	2022773	96.0	80.5
Yes	1056	88.4	42.7	176748	84.4	41.2

SOURCE: National Education Longitudinal Study of 1988 (NELS:88), National Center for Education Statistics, U.S. Department of Education.

two percent higher than whites. The same anomaly occurred for school type. In the first follow-up, public school response rates were more than ten percent higher than other private response rates, but by the second follow-up other private school students were responding at a rate five percent higher than public school students.

The sharper decline in response for some subgroups than others supports the larger bias components for cognitive test nonresponse than for survey nonresponse. However, given the large number of cognitive test nonrespondents, bias estimates are not as large as would be expected. In fact, these rates point out the worst case scenario because both contextual and noncontextual students and in-school students and dropouts are analyzed together. When analyzing these groups separately, however, the patterns are noticeably different. The cognitive test nonresponse rate for the contextual subgroup of the eighth-grade cohort is 26.3 percent, nearly half that for the full eighth-grade cohort sample, and the nonresponse rate for the transcript sample excluding the dropouts was even lower, at 18.1 percent. The same pattern holds for the sophomore cohort; nonresponse rates for the contextual and transcript samples are 21.7 percent and 17.3 percent, respectively.[9]

Comparison of NELS:88 to HS&B Student Nonresponse. A comparison of the effect of nonresponse on the NELS:88 study to its effect on the HS&B study provides an additional measure by which the impact of bias and the nonresponse patterns among subgroups may be evaluated. HS&B conducted an analysis of bias in the base year (1980), which was paralleled using NELS:88 sophomore cohort data in the first follow-up (1990). Results for both analyses are presented in tables 3.4-13 and 3.4-14.

The bias was calculated according to the difference between the estimates based on data from participants and the estimates based on data from all selected members of the sophomore cohort. In comparing tables 3.4-13 and 3.4-14, it can be seen that bias estimates for NELS:88 are consistently lower than those for HS&B. The only exception to this is for the Hispanic category of the racial subgroup; in this case, the HS&B bias estimate is smaller by two percentage points. It also appears that the NELS:88 and HS&B samples may be intrinsically different. For example, the educational aspirations for the two groups seem to differ quite dramatically. While nearly half of all NELS:88 1990 sophomores expect to graduate from college, only 17 percent of HS&B 1980 sophomores expect to earn a college degree. Further, 35 percent of HS&B 1980 sophomores plan to go no further than high school, while only 10 percent of NELS:88 1990 sophomores intend to end their education at high school. Thus, while these differences may be accounted for at least partially by the time periods they span, the direction of the bias estimates may not be entirely comparable for these two groups.

In addition, nonresponse rates for the NELS:88 sophomore cohort in the second follow-up (1992) can be compared to rates for HS&B sophomores in the first follow-up (1982), when the majority of each group of students was in the twelfth grade. Estimates for NELS:88 second follow-up and HS&B first follow-up nonresponse broken down by student-level school characteristics are found in table 3.4-15.

The sophomore cohort of NELS:88 shows an overall survey nonresponse rate of 6.3 percent in the second follow-up, compared to a rate of 6.4 percent for the sophomore cohort of HS&B in the first follow-up. Table 3.4-15 examines weighted nonresponse rates for NELS:88 and HS&B by student-level school variables such as school type, region, level of urbanization, and school enrollment. The nonresponse rates for NELS:88 given in the table are weighted using the second follow-up raw weight.

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[9] Of course, when cognitive test completion is viewed for the entire sample, and not conditioned upon questionnaire completion, test battery nonresponse is higher.

Table 3.4-13:
Comparison of NELS:88 1990 Questionnaire Completers to all NELS:88 1990 Selections and Non-completers: Sophomore Cohort

Variable	*All Selected*	*Participants*	*Non-Participants*	*Bias*
Sex				
Male	50.0%	49.9%	51.2%	-.1%
Female	50.0	50.1	48.8	.1
Race				
Asian	3.8	3.8	4.7	0.00
Hispanic	10.8	10.2	18.0	-.6
Black	13.0	12.3	20.6	-.7
White	70.9	72.4	53.7	1.5
American Indian	1.4	1.3	3.0	-.1
Educational Aspirations				
High school or less	10.1	9.9	12.6	-.2
Vocational, trade, or business school	9.3	9.2	9.2	-.1
Attend college	14.1	13.8	20.6	-.3
Graduate from college	43.5	44.0	36.0	.5
Attend graduate school	23.0	23.1	21.6	.1

Note: All figures in the table are weighted percentages conditional on the column variable.

SOURCE: National Education Longitudinal Study of 1988 (NELS:88), National Center for Education Statistics, U.S. Department of Education.

Table 3.4-14:
Comparison of HS&B 1980 Questionnaire Completers to all HS&B 1980 Selections and Non-completers: Sophomore Cohort

Variable	*All Selected*	*Participants*	*Non-Participants*	*Bias*
Sex				
Male	49.3%	48.9%	52.8%	-.4%
Female	50.7	51.1	47.2	.4
Race				
Hispanic	13.0	12.6	16.6	-.4
Black	12.4	11.7	17.3	-.7
White	71.8	73.5	59.6	1.7
Other	2.8	2.3	6.5	-.5
Educational Aspirations				
High school or less	35.1	34.4	39.7	-.7
Vocational, trade, or business school	13.2	13.3	12.7	.1
Attend college	17.2	17.8	12.5	.6
Graduate from college	16.9	17.6	12.1	.7
Attend graduate school	6.0	6.2	5.2	.2

Note: All figures in the table are weighted percentages conditional on the column variable.

SOURCE: High School and Beyond First Follow-Up (1982) Sample Design Report, NORC for National Center for Education Statistics, U.S. Department of Education.

Table 3.4-15:
Weighted Survey Nonresponse Rates by Selected School Characteristics

Characteristic	*NELS:88 1990 Sophomore Cohort*	*Characteristic*	*HS&B 1980 Sophomore Cohort*
ALL STUDENTS	6.3%	ALL STUDENTS	6.4%
School Type		**School Type**	
Public	6.7	Public	6.5
Catholic	2.2	Catholic	3.1
NAIS	2.6	Non-Catholic Private	5.2
Other Private	1.1		
Region		**Region**	
Northeast	5.9	Northeast	5.9
Midwest	4.8	Midwest	6.3
South	6.0	South	5.3
West	8.8	West	9.2
Urbanization		**Urbanization**	
Urban	7.2	Urban	9.0
Suburban	6.5	Suburban	6.7
Rural	5.1	Rural	3.8
Sophomore Enrollment		**Sophomore School Enrollment**	
Less than 100	4.3	100 or less	5.2
100-199	4.9	101-135	3.9
200-299	4.4	326-550	6.9
300-400	6.8	More than 550	9.9
400 or more	8.5		

SOURCES: National Education Longitudinal Study of 1988 (NELS:88), National Center for Education Statistics, U.S. Department of Education. *High School and Beyond First Follow-Up (1982) Sample Design Report*, NORC for National Center for Education Statistics, U.S. Department of Education.

Students attending public schools are among those with the highest second follow-up nonresponse rates for the NELS:88 sophomore cohort **(pub v Cath=6.71, pub v NAIS=5.18, public v other=9.65)**. Conversely, students attending schools in rural areas have some of the lowest nonresponse rates among the NELS:88 sophomore cohort **(rural v urban=2.41, rural v suburban=2.10)**. Table 3.4-15 indicates that for the HS&B sophomore cohort, the highest rate of nonresponse is among students attending schools with more than 550 students, and the lowest is for Catholic school students.

Table 3.4-16 displays the weighted rate of nonresponse for the NELS:88 1990 sophomore cohort in the second follow-up and the HS&B 1980 sophomore cohort in the first follow-up by individual-level variables including sex, race, high school academic program, cognitive test quartile, and dropout status.

In both NELS:88 and HS&B, males and females exhibit essentially equal nonresponse rates. The difference between male and female nonresponse is 0.9 percent for the sophomore cohort of NELS:88 and 2.1 percent for the sophomore cohort of HS&B.

Racial differences for NELS:88 and HS&B show blacks with the highest rate of nonresponse. For NELS:88, nonresponse rates are highest for blacks and Hispanics (9.1 percent and 8.7 percent, respectively), and lowest for whites (5.0 percent) **(B v W=2.73, H v W=2.73)**. Rates for HS&B differ quite notably. Although the highest nonresponse rate among racial subgroups is for blacks (5.0 percent), the lowest rate is for Hispanics (3.0 percent), and the nonresponse rate for whites falls between them (4.0 percent).

High school academic program also shows some differences in nonresponse rates. For both NELS:88 and HS&B, students in an academic program exhibit the lowest rates of nonresponse (2.8 percent for NELS:88 and 3.6 percent for HS&B), while students in a vocational or technical program have the highest rates of nonresponse (8.8 percent for NELS:88 and 5.5 percent for HS&B) **(NELS: acad v gen=5.03, acad v voc=5.28, acad v other=3.28)**. Because estimates in the "other/unknown" category for HS&B are inflated due to missing data,[10] they are not evaluated with the other categories in this analysis.

In each cohort, nonresponse rates are highest for individuals in the lowest test quartile (9.4 percent for NELS:88 and 6.1 percent for HS&B), and lowest for individuals in the highest quartile (2.5 percent for NELS:88 and 3.2 percent for HS&B) **(NELS: low v midlow=3.42, low v midhi=3.84, low v high=8.44, midlow v midhi=1.13, midlow v high=5.94, midhi v high=2.99)**. These differences indicate that nonresponse is inversely related to tested achievement.

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[10] The category "other/unknown" is a general classification that includes both missing data and data for respondents who did not fall into any of the other specifically defined categories. Nonresponse generally is substantially higher for the "other/unknown" categories. This is an artifact attributable to the substantial number of HS&B first follow-up nonrespondents who were also base year nonrespondents. These double non-participants could only be classified in the unknown category, elevating the nonresponse rate for that group.

Table 3.4-16:
Weighted Survey Nonresponse Rates by Selected Student Characteristics

Characteristic	*NELS:88 1990 Sophomore Cohort*	*Characteristic*	*HS&B 1980 Sophomore Cohort*
ALL STUDENTS	6.3%	ALL STUDENTS	6.4%
Sex		**Sex**	
Male	6.7	Male	7.4
Female	5.8	Female	5.3
Race		**Race**	
Asian	6.6	Hispanic	3.0
Hispanic	8.7		
Black	9.1	Black	5.0
White	5.0	White	4.0
American Indian	6.9	Other/Unknown	49.1
High School Program		**High School Program**	
General	5.2	General	5.1
Academic	2.8	Academic	3.6
Vocational/Technical	8.8	Vocational	5.5
Other	6.0	Other/Unknown	15.4
Don't Know	5.7		
Test Quartile		**Test Quartile**	
Lowest	9.4	Lowest	6.1
Middle two quartiles	5.6	Middle two quartiles	4.3
Highest	2.5	Highest	3.2
Enrollment Status		**Enrollment Status**	
In school	5.5	In school	4.2
Dropout	13.1	Dropout	14.7

SOURCES: National Education Longitudinal Study of 1988 (NELS:88), National Center for Education Statistics, U.S. Department of Education.

High School and Beyond First Follow-Up (1982) Sample Design Report, National Center for Education Statistics, U.S. Department of Education.

Finally, dropouts show much higher rates of survey nonresponse than do students. For NELS:88, the dropout nonresponse rate is 13.1 percent compared to 5.5 percent for students, while the HS&B dropout rate is 14.7 percent compared to a student rate of 4.2 percent **(NELS: do v stud=5.94)**.

Summary of NELS:88 and HS&B Nonresponse Comparison. The comparative analysis above shows that the same general patterns hold for both the NELS:88 and the HS&B studies. The analysis of school characteristics shows both studies with comparatively higher nonresponse rates for students enrolled in schools in the West. Individual characteristics are also consistent among the two groups. For both NELS:88 and HS&B, high nonresponse rates occur among blacks, students in a vocational or technical program, individuals in the lowest test quartile, and dropouts.

The overall rate of nonresponse for NELS:88 is nearly identical to the rate for HS&B. Furthermore, the analysis of bias suggests that the bias for NELS:88 in 1990 is smaller than the bias for HS&B in 1980. Thus, as the HS&B analysis concluded with confidence in the minimal impact of bias on its sample estimates, NELS:88 can be assured similar confidence.

IV. Data Collection

This chapter provides an overview of the data collection procedures and results for the student, dropout and contextual (e.g., parent, teacher, and school administrator) surveys conducted in the NELS:88 base year, first follow-up, and second follow-up. Detailed completion rates for each survey wave are provided in appendix H. Detailed descriptions of procedures can be found in the data file user's manuals for the base year, first follow-up and second follow-up student components and in the manuals for the individual component surveys.

4.1 Base Year Data Collection

The base year survey collected data from students, parents, teachers, and school administrators. Self-administered questionnaires and tests were the principal mode of data collection. Completion rates based on sample eligibility for each instrument are listed in table 4.1-1. Additional completion rates for the base year, including completion rates by sampling strata, are presented in appendix H.

Table 4.1-1
Summary of NELS:88 Base Year Completion Rates

Instrument	Completed	Weighted	Unweighted
Student questionnaires	24,599	93.41%	93.05%
Student tests	23,701	96.53%[a]	96.35%[a]
Parent questionnaires	22,651	93.70%	92.08%
Teacher ratings of students	23,188	95.91%[b]	94.26%[b]
Teacher questionnaires	5,193	NA	91.40%
School admin. questionnaire	1,035	98.92%	98.38%

[a] Percentages of cases for which a student questionnaire was obtained for which a cognitive test was also obtained.

[b] Indicates a coverage rate. See section 4.1.4.

SOURCE: National Education Longitudinal Study of 1988 (NELS:88), National Center for Education Statistics, U.S. Department of Education

4.1.1 Base Year Pre-data Collection Activities

Before the data collection effort could begin, it was first necessary to secure from the administrator of each sampled school a commitment to participate in the study. Several levels of cooperation were sought before school administrators were approached. The first level involved contacting key educational organizations. The Education Information Advisory Council (EIAC) of the Council for Chief State School Officers was asked to give its approval for the project. Contact was also made with the National Catholic Education Association (NCEA) and the National Association of Independent Schools (NAIS) in order to inform them of the study and to solicit their endorsements.

For public schools the next step involved contacting the Chief State School Officer (usually the state Superintendent of Schools) of each state to explain the objectives of the study and the data collection procedures, especially those for protecting individual and institutional confidentiality. Once approval was obtained at the state level, contact was made with district superintendents and, upon receipt of district approval, contact was made with the school principals. Wherever selected private schools were organized into an administrative hierarchy, for example, Catholic school dioceses, a "courtesy" call to request permission to contact the principal of the school was placed at the higher level before the school principal or other chief administrator was actually approached.

Within each cooperating school, principals were asked to designate a school coordinator who would serve as a liaison between NORC staff and selected respondents—the school administrator, students, teachers, and parents. The school coordinator, who was often a guidance counselor or senior teacher, but sometimes the principal or assistant principal, handled all requests for data and materials, as well as all logistical arrangements for data collection on the school premises. Included among these responsibilities was annotating the list of eligible students to identify students whose physical or learning handicaps or linguistic disabilities would preclude participation in the survey. Coordinators were also asked to classify all eligible students as Hispanic, Asian-Pacific Islander, or "other" (neither Hispanic nor Asian-Pacific Islander), and to distribute parental permission forms to sampled students.

4.1.2 Base Year Student Survey and Cognitive Tests

Student questionnaires and tests were administered in group sessions to approximately twenty-three students in each of the schools in the core and state augmentation samples. Telephone interviews were conducted for a small number of students who were unable to participate in the group-administered sessions. Parents who initially refused to grant permission for their child to participate in the study, but who later consented when contacted by an NORC representative, usually allowed their child to complete a questionnaire by telephone. Given the mode of administration, test data were not collected for these students.

NORC organized an Orientation Day for 158 schools that requested it or for schools that were deemed likely to particularly benefit from it.[38] The Orientation Day was usually scheduled for a day one or two weeks prior to the administration of the student questionnaire and tests. During the orientation, sampled students were informed about the objectives of NELS:88, its voluntary nature, and the measures to be used to ensure respondent confidentiality. Students were also briefed about the tasks and procedures that would be followed in administering the questionnaire and tests.

Base year student data were collected from students[39] in the core and state augmentation sample schools between February 1 and June 30, 1988. Selected eighth graders within each school were gathered in a group session on the scheduled Survey Day. Two NORC field staff members, a "team leader" and a clerical assistant, were responsible for overseeing the administration of the questionnaires and tests during the planned session.

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[38] Orientation days were originally planned for all schools. However, the NELS:88 base year field test indicated that orientation days for eighth grade students would not significantly affect participation rates in most schools. (See Ingels, S. J., et al., *National Education Longitudinal Study of 1988: Field Test Report*, NORC, 1987; ERIC ED 289-897.)

[39] Student sample selection procedures are discussed in the *NELS:88 Base Year Sample Design Report*.

Survey administration, normally conducted in a school classroom or library, consisted of several steps. Students first completed the student questionnaire. A ten-minute break followed, during which time NORC field staff began their review of the questionnaires for completeness (i.e., checked for missing or multiple-response critical items).[40] Following the break, an 85 minute battery of cognitive tests was administered. The tests consisted of four timed sections devoted to mathematics, reading, science, and social studies (history/government). Once the test battery was completed, an attempt was made to retrieve missing (or inappropriately marked) questionnaire items before the student left the classroom.

At the end of the session, arrangements were made to conduct make-up sessions for students who were scheduled, but unable to attend Survey Day. If fewer than five students were scheduled for a Make-Up Day, the school coordinator was asked to handle the arrangements and oversee its administration.[41] When five or more students were scheduled, or in instances where the school coordinator was unavailable to conduct a Make-Up Day, NORC representatives arranged a return visit to the school.

4.1.3 Base Year School Administrator Survey

For the school survey, the school principal or headmaster was asked to complete a self-administered questionnaire. Questionnaires for school administrators who did not initially return their completed questionnaire were collected through telephone follow-up.

4.1.4 Base Year Teacher Survey

A self-administered teacher questionnaire was distributed to selected eighth-grade teachers of the sampled students. After the initial return of self-administered teacher questionnaires, questionnaires for nonresponding teachers were collected through telephone follow-up.

Each school was randomly assigned to one of the following combinations of curriculum areas: mathematics and English; mathematics and history; science and English; and science and history. In each NELS:88 school, data were collected from each sampled student's current teacher(s) in the two designated subject areas. This selection procedure was designed to ensure representation of mathematics or science curriculum and English or history in all schools. Combinations of English and history as well as science and mathematics were excluded by the design. The design also achieved balanced representation of the four curriculum area combinations across the school variables of control (public, Catholic, and other private); level (elementary, middle, junior-senior high school); geographical stratum; and school size.

4.1.5 Base Year Parent Survey

A self-administered questionnaire was hand-delivered by each sampled student to his or her parent or guardian. The questionnaire included a written request that it be completed by the parent or guardian most familiar with the student's current school situation and educational plans.

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[40] An NORC field staff member was instructed to review the questionnaires to ensure that all critical items were completed. A specially designated oval indicating "no retrieval" was marked whenever the missing data could not be retrieved due to respondent refusal or inability to clarify an inappropriate response.

[41] To ensure respondent confidentiality, school coordinators were prohibited from reviewing the student questionnaire for completeness. Instead, the review was conducted by NORC staff in Chicago, and missing data were retrieved by telephone.

Following telephone prompting of nonresponding parents, interviewers attempted to administer the parent questionnaire over the telephone. If an interviewer was unable to complete the interview over the telephone, the he or she made a personal visit to the respondent to conduct a face-to-face interview.

4.2 First Follow-Up Data Collection

The first follow-up survey collected a second wave of questionnaire and cognitive test data from the eighth-grade cohort of 1988, the majority of whom were enrolled in the tenth grade at the time of data collection. In addition, a first wave of data was collected from freshened students, and a first wave of dropout information was collected from those students who dropped out of school between the base year and the first follow-up.

Contextual data were also collected for sample members. A questionnaire was administered to two teachers for each sampled student, as well as a separate questionnaire to the school administrator of each sampled school. Self-administered questionnaires remained the principal mode of data collection for all respondent populations.

Although the data collection procedures employed in the first follow-up were modeled after those of the base year, the design of the study necessitated four activities that had not been performed previously. First, in order to select the first follow-up sample, an extensive effort was undertaken to locate the now-dispersed base year sample. Second, the base year sample was freshened to generate a representative sample of the tenth-grade class of 1990. Third, off-campus survey sessions, similar to those employed in High School and Beyond, were scheduled for the administration of the student or dropout questionnaire to sample members who were not enrolled in a first follow-up school at the time of data collection. And fourth, to obtain a more precise estimate of the rate of dropping out for the eighth-grade cohort of 1988, a subsample of first follow-up nonrespondents and base year ineligible students was further pursued.

The first follow-up survey was executed in four phases which spanned two years. Pre-data collection took place during phases 1 and 2, while data collection took place during phases 3 and 4 as follows:

Phase 1. Conducted from January to June of 1989, Phase 1 of the first follow-up survey encompassed the pre-data collection activities of tracing sample members to their 1990 school of attendance and securing state, district, and school permission to conduct the study.

Phase 2. From September to December 1989, all first follow-up schools were contacted again in the fall of 1989, primarily to re-verify student enrollment, freshen the core and state augmentation student samples, and schedule in-school data collection sessions.

Phase 3. Phase 3 comprised the main data collection period, from January through July 1990. Sample members completed either a student or dropout questionnaire, as well as a cognitive test battery. Data collection took place at either an in-school or off-campus group survey session.

Phase 4. After the main data collection period in phase 3, a second data collection effort was undertaken from January through June 1991. An attempt was made to survey certain nonresponding sample members.

The number of completed instruments and completion rates based on sample eligibility for the sample members are summarized in table 4.2-1. See appendix H for additional completion rate tables for first follow-up components. While first follow-up activities are outlined below, further information can be found in both the *NELS:88 First Follow-up: Student Component Data File User's Manual* and the *NELS:88 First Follow-up: Dropout Component Data File User's Manual*. Detailed information about teacher and school administrator survey activities is provided in the *NELS:88 First Follow-up: Teacher Component Data File User's Manual* and the *NELS:88 First Follow-up: School Component Data File User's Manual*.

Table 4.2-1
Summary of NELS:88 First Follow-up Completion Rates[a]

Instrument	Completed	Weighted	Unweighted
Student questionnaires	18,221	91.09%	94.10%
Student tests	17,352	94.14%[b]	95.23%[b]
Dropout questionnaires	1,043	90.97%	89.84%
Dropout tests	522	48.56%[b]	50.05%[b]
School questionnaire	1,291	NA	97.07%
School questionnaire[c]	17,663	91.97%	96.94%
Teacher questionnaire[d]	15,908	80.51%	87.31%

[a] This table is based on the original (1992-1993) release of the first follow-up student file. The second follow-up (1994) release of the first follow-up student data contains a slightly different sample number than the original release. Additional details about the sample numbers of the two releases are in section 3.1.2 of the *NELS:88 Second Follow-Up: Student Component Data File User's Manual*.

[b] Percentages of cases for which a student/dropout questionnaire was obtained for which a cognitive test was also obtained.

[c] Coverage rate for student participants of the total sample who also have a completed school administrator questionnaire.

[d] Percentage of student respondents for whom at least one teacher rating was completed.

SOURCE: National Education Longitudinal Study of 1988 (NELS:88), National Center for Education Statistics, U.S. Department of Education

4.2.1 First Follow-Up Student Survey and Cognitive Tests

From January to June 1990, in-school survey sessions were held in all cooperating NELS:88 schools still enrolling first follow-up sample members. First follow-up data collection procedures generally paralleled those used in the base year. Student questionnaires and four cognitive tests in math, science, reading, and social studies were administered in group sessions at schools by NORC field representatives. Make-up sessions were conducted by NORC field staff or school staff as required.

Off-campus survey sessions were initially planned as a method for surveying students who were enrolled in schools that had refused to participate in the study or who had transferred to a school outside the original set of first follow-up schools. However, if a student who had missed both the initial in-school session and the make-up session resided close to the site of an off-campus session, he or she was also invited to attend. Off-campus sessions, which typically involved only one to three participants, were conducted using procedures as similar as possible to those of on-campus sessions and were typically held in a public library or community association meeting room. Off-campus survey sessions were held from April to July 1990. If a sample member was unable to attend an off-campus group survey session, he or she was surveyed either in person or over the telephone.

4.2.2 First Follow-Up Dropout Survey

During all four phases of the first follow-up, the enrollment status of sample members was carefully monitored. If a sample member was found to have dropped out of school before data collection, he or she was administered a dropout questionnaire rather than a student questionnaire.

Definition of a Dropout. For the purposes of the first follow-up data collection, the following definitions were used to identify sample members who dropped out of school:

1. an individual who, **during the spring of 1990**, according to the school (if the sample member could not be located), or according to the school and home, was not attending school or, more precisely, had not been in school for four consecutive weeks or more and was not absent due to accident or illness, or

2. a student who, **during the spring of 1990**, had been in school less than two weeks after a period in which he or she had missed school for four or more consecutive weeks not due to accident or illness.

Because contact was made with the schools during each of the four phases during the first follow-up, the enrollment status of each sample member was collected at four separate time periods. If at any point in phases 1 - 4 a sample member met the above criteria, he or she was considered a dropout.

Some sample members who were initially identified as dropouts later re-enrolled in their school before data collection took place in phase 3. A student in this situation was no longer considered a dropout, but instead was classified as a stopout. Stopouts are defined as a student who had a dropout episode between spring term 1988 and spring term 1990, but who were back in school in the spring term of 1990. At the data collection level, stopouts who were identified in phase 1 or phase 2 as a dropout, but who, in phase 3, had been attending school for two weeks or more were administered the first follow-up student questionnaire and cognitive test battery. Stopouts who had been attending school for less than 2 weeks were administered the dropout questionnaire.

When a school official identified a sample member as a dropout, interviewers were instructed to contact the household to confirm the status of the sample member. If either the sample member or an adult household member indicated that the dropout definition above was applicable, the sample member was classified as a dropout. This policy of confirming status through the household was applied during all four points of enrollment status verification.[42]

Furthermore, whenever a sample member was identified as a dropout, the sample member was flagged as such, and the date he or she dropped out of school was recorded. If subsequent enrollment verification contacts revealed that the sample member had returned to school, the date he or she returned was recorded. Once a sample member was flagged as a dropout, regardless of whether or not he or she returned to school, the flag was maintained.

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[42] For those cases where the school identified a sample member as a dropout but the sample member or a household member identified the sample member as a student, information about the student's new school of enrollment was collected. The new school was then contacted to verify that the student was in fact enrolled at that school.

Data Collection. Data collection for the dropout survey was executed during phase 3 from January to July 1990, and phase 4 from January to June 1991. Under the initial data collection period in phase 3, interviewers administered the dropout questionnaire and cognitive tests to cohort dropouts during off-campus group administration sessions, described in section 4.2.1.

During phase 4, a second data collection effort took place. In an attempt to obtain a more precise estimate of the cohort dropout rate for the eighth-grade class of 1988, enrollment status information was gathered for nonrespondents, previously identified dropouts (sample members who were identified as dropouts by school officials but not home-confirmed), and base year ineligible students.

4.2.3 First Follow-Up Survey of Base Year Ineligible Students

The Base Year Ineligibles (BYI) Study of the NELS:88 first follow-up was a followback of students who had been excluded because of linguistic, mental, or physical obstacles to participation when the baseline sample of eighth graders was drawn in the 1987-88 school year. The BYI study had several purposes, the primary foci of which were to correct for potential sample undercoverage; to accommodate the group of 1988-ineligible sample members who were 1990-eligible sophomores, and hence must be added to the 1990 survey to ensure its cross-sectional representativeness; and to provide a basis for a corrected cohort dropout estimate taking account of both 1988-eligible and 1988-ineligible eighth graders two years later.

Eligibility information was gathered for 93.9 percent of the excluded sample members. For excluded students who were identified as eligible, student or dropout questionnaires were administered either in-person or over the telephone. Cognitive tests were administered to a small percentage of these students. For students who remained ineligible, school enrollment status and other key characteristics were obtained. For eligibility and completion rate data, see table H-1 in appendix H. For details about the BYI Study, see *Sample Exclusion in NELS:88: Characteristics of Base Year Ineligible Students; Changes in Eligibility Status after Four Years.*

4.2.4 First Follow-Up School Administrator Survey

In the spring of 1990, the chief administrators of all schools with first follow-up sample members still in attendance were asked to complete a self-administered school administrator questionnaire. Like the base year school administrator survey, first follow-up school principals could designate another knowledgeable school official to complete the first six of seven sections of the questionnaire. The seventh section of the questionnaire, which contained items on school climate, was completed only by the school's principal. The purpose of this option was to lower response burden and increase participation; the first follow-up school questionnaire was more than double the length of the base year instrument.

School administrator data were collected in two data collection periods. At the close of the initial data collection period, 77 percent of eligible school administrators had completed a self-administered questionnaire. In the second data collection period, interviewers administered an abbreviated version of the school administrator questionnaire over the telephone. Abbreviated versions of the questionnaire were completed for 21 percent of the respondents, and at the end of the second phase of data collection the school response rate was 97 percent.

To ensure comparability of data across the two data collection periods, principals were instructed, during the follow-up period, to reference the 1989-1990 academic school year in their responses. In the event that the school principal from the spring of 1990 was no longer at the school, the next highest administrative official who held a position at the school during the 1989-1990 school year was asked to complete the mail survey or telephone interview.

4.2.5 First Follow-Up Teacher Survey

In the NELS:88 first follow-up teacher survey, up to two teachers of each first follow-up sample member were asked to complete a self-administered teacher questionnaire. To maximize the longitudinal comparability of teacher data, NELS:88 first follow-up teachers for each student were selected in the same subject combinations as in the base year: mathematics-English, mathematics-history, science-English, or science-history. Freshened students who were not enrolled in the eighth grade in the base year, and hence had not been assigned a subject combination previously, were assigned the subject combination of their base year "linked" partner.

In some situations a teacher report was collected in a subject area other than the student's assigned subject combination. If a student were not enrolled in classes in his or her assigned subject area, then a teacher report was collected in another one of the four subject areas. If a student was enrolled only in one of the four subject areas, then only one teacher report was collected for the student. Additionally, the subject area of the student's teacher report was sometimes substituted with another subject area in order to reduce the burden of the teacher survey on teachers who were asked to report on eight or more NELS:88 students. Possible student-teacher subject pairings in the base year and first follow-up were as follows:

Base Year		**First Follow-Up**	
English	Mathematics	English	Mathematics
History	Mathematics	History	Mathematics
Science	History	Science	History
Science	English	Science	English
Science	Mathematics	English	History
		English	English[43]
		History	History
		Mathematics	Mathematics
		Science	Science

Data collection for the first follow-up teacher survey occurred in two phases. During the initial data collection effort from January to July 1990, self-administered questionnaires were distributed to teachers at NELS:88 schools. Nonresponding teachers were pursued during the second data collection effort beginning in January of 1991. In the second data collection effort teacher questionnaires were mailed to 2,671 nonresponding teachers, who were instructed to complete the questionnaire with respect to the first follow-up sample member(s) who was enrolled in a particular class the teacher instructed as of spring 1990. No additional follow-up procedures (i.e., telephone interviewing) were undertaken during the second phase of data collection.

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[43] Same-subject pairings pertain to situations in which either a) different teachers instructed the sample member in the same subject but different courses, or b) the same teacher instructed the sample member in two different courses of the same subject matter.

4.2.6 High School Effectiveness Study: Baseline Data Collection

Data collection for the baseline of the High School Effectiveness Study (HSES), an independent component of NELS:88, was conducted concurrently with the NELS:88 first follow-up. The HSES and NELS:88 first follow-up school samples overlapped to a high degree, as did the student samples to a lesser extent. Data collection instruments and procedures for the HSES baseline were almost identical to those used in the NELS:88 first follow-up.

In the 247 participating HSES schools, HSES sample members were administered the NELS:88 student questionnaire and cognitive test battery. If HSES students missed their scheduled in-school data collection session, they were surveyed at an off-campus survey session. Unlike the NELS:88 first follow-up, HSES sample members who were no longer attending the HSES school at which they were sampled were not pursued or surveyed; however, enrollment status for these sample members was gathered from their original HSES school. School administrator and teacher data were gathered for HSES students using NELS:88 first follow-up instruments and procedures.

A detailed discussion of the data collection procedures for the High School Effectiveness Study is provided in the *NELS:88 High School Effectiveness Study: Data File User's Manual.*

4.3 Second Follow-Up Data Collection

The second follow-up survey collected a third wave of questionnaire and cognitive test data from the eighth-grade cohort of 1988, the majority of whom were high school seniors at the time of data collection. In addition, dropout data were collected, as well as data from students freshened in the first and second follow-ups.

As in the base year and first follow-up, contextual data were collected, although with some modification. Rather than collecting two teacher questionnaires for each student, the second follow-up collected at most one teacher report per student. Additionally, teachers were selected only in the areas of mathematics and science; unlike the two prior waves, English and social studies teachers were not surveyed in the 1992 round. The following contextual data were also collected: school transcript data for each sample member; a questionnaire from one parent of each student and dropout; and a questionnaire from the school administrator of each sampled school.[44] Self-administered questionnaires remained the principal mode of data collection for all respondent populations.

Data collection methods adhered closely to those used in the base year and first follow-up surveys. The design of the second follow-up survey closely resembled that of the first follow-up, including extensive tracing efforts, sample freshening to generate a representative sample of the senior class of 1992, use of both in-school and off-campus survey sessions, and a survey of previously excluded students.

The second follow-up survey was executed in three phases which spanned two years. Pre-data collection activities took place during phases 1 and 2, while data collection took place during phase 3. Figure 4-1 summarizes the activities conducted during the three phases of the second follow-up.

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[44] While a questionnaire was sought from one parent of each dropout and student, approximately 1,500 parents of second follow-up respondents were subsampled out late in the parent component data collection effort. Parents of dropouts were retained with certainty. Further information can be obtained in the *NELS:88 Second Follow-Up: Parent Component Data File User's Manual.*

Phase 1. Conducted from January to June of 1991, phase 1 of the second follow-up survey encompassed the pre-data collection activities of tracing sample members to their school of attendance and securing state, district, and school permission to conduct the study. State cooperation with NELS:88 was secured for all fifty states and the District of Columbia. District and school-level cooperation was secured for first follow-up schools with four or more sample members still in attendance in the spring of 1991.

Tracing sample members served two purposes: to locate sample members for data collection purposes, and to define the schools to be included in the second follow-up contextual components sample. To maximize the number of students for whom the full complement of contextual data (school administrator and teacher reports) were to be collected, the number of sampled students at each school was determined during tracing. The school sample was then drawn so that the greatest number of students would be included in the school sample.

Phase 2. From September to December 1991, pre-data collection activities occurred for all components of the study, and some phase 1 activities continued. District and school-level cooperation were gained for any schools selected for the second follow-up sample for which cooperation was not gained in phase 1. Tracing continued for sample members who were not located during phase 1, and enrollment was verified again for students who were traced to a school which was selected for the second follow-up school sample. Students attending a school not included in the second follow-up school sample and sample members who had left school were also traced again to their school of attendance or to a home address. (For more information about the results of tracing, see chapter IV of the *NELS:88 Second Follow-Up: Student Component Data File User's Manual.*)

Preparation for the collection of contextual data (parent, teacher, school administrator, and academic transcript data) also began in phase 2. Interviewers collected parent address and telephone information for the parent survey. To identify the sample for the teacher survey, interviewers compiled the names of mathematics and science teachers of the student sample members. Course catalogs were collected, and interviewers collected samples of student transcripts to inform data collection and data preparation for the high school transcript component.

Phase 3. Phase 3 comprised the main data collection period, from January through June 1992 (although a small number of cases were collected through October 1992). Student questionnaires and cognitive tests were administered to sample members who were currently enrolled in school, and dropout questionnaires and cognitive tests were administered to dropouts, either through an in-school or off-campus group survey session. For the small number of students and dropouts who could not attend an off-campus survey session, telephone interviews were conducted using a version of the student or dropout questionnaire adapted for administration over the telephone. Given the mode of administration, test data were not collected for these sample members.

The number of completed instruments and completion rates based on sample eligibility for sample members are summarized in table 4.3-1. See appendix H for additional completion rate tables for second follow-up components.

Figure 4-1: Second Follow-up Data Collection Phase Diagram

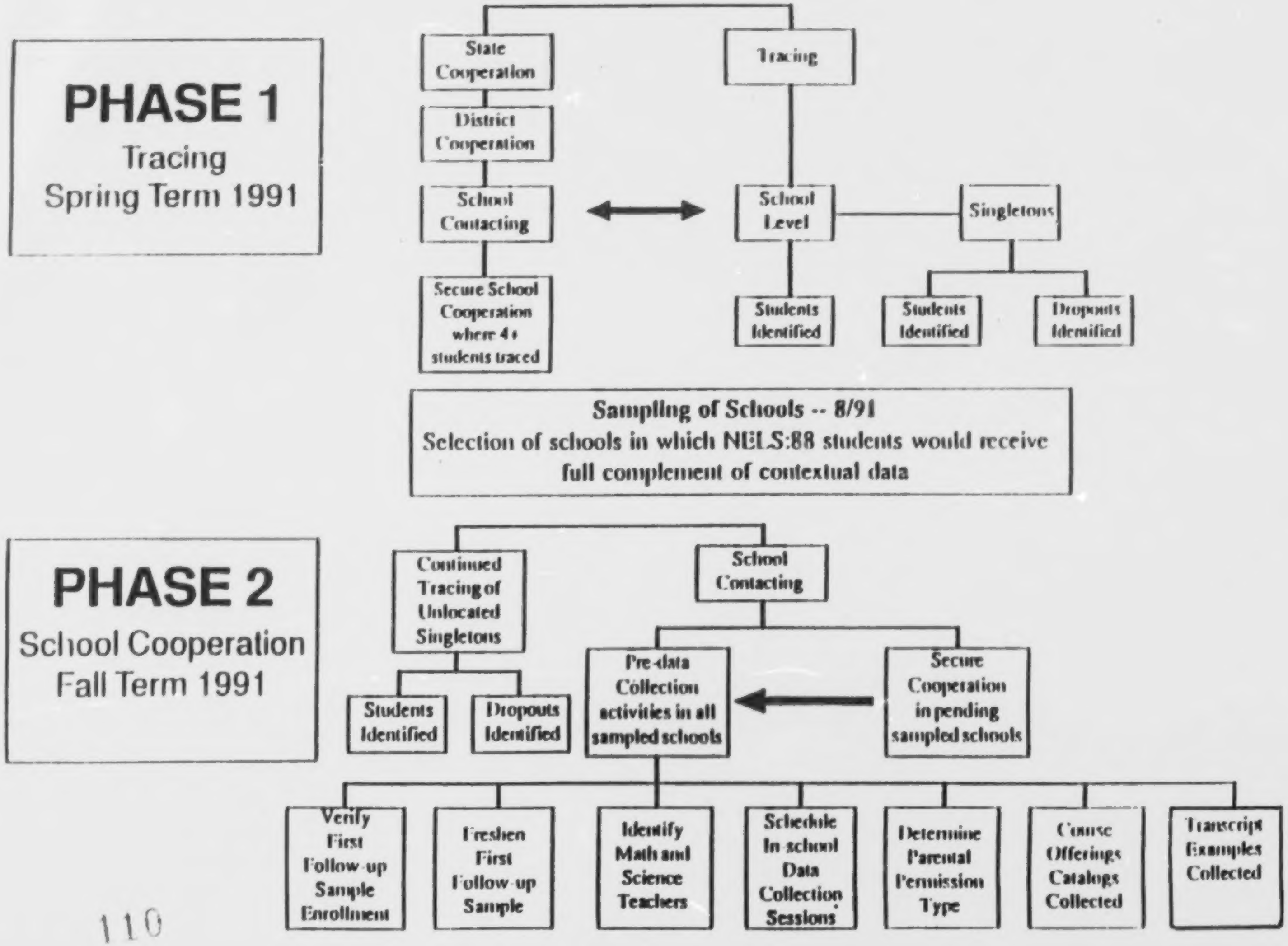
PHASE 1
Tracing
Spring Term 1991
State Cooperation
District Cooperation
School Contacting
Secure School Cooperation where 4+ students traced
Tracing
School Level
Singletons
Students Identified
Students Identified
Dropouts Identified
Sampling of Schools -- 8/91
Selection of schools in which NELS:88 students would receive full complement of contextual data
PHASE 2
School Cooperation
Fall Term 1991
Continued Tracing of Unlocated Singletons
Students Identified
Dropouts Identified
School Contacting
Pre-data Collection activities in all sampled schools
Secure Cooperation in pending sampled schools
Verify First Follow-up Sample Enrollment
Freshen First Follow-up Sample
Identify Math and Science Teachers
Schedule In-school Data Collection Sessions
Determine Parental Permission Type
Course Offerings Catalogs Collected
Transcript Examples Collected

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Figure 4-1 (cont.): Second follow-up data collection phase diagram

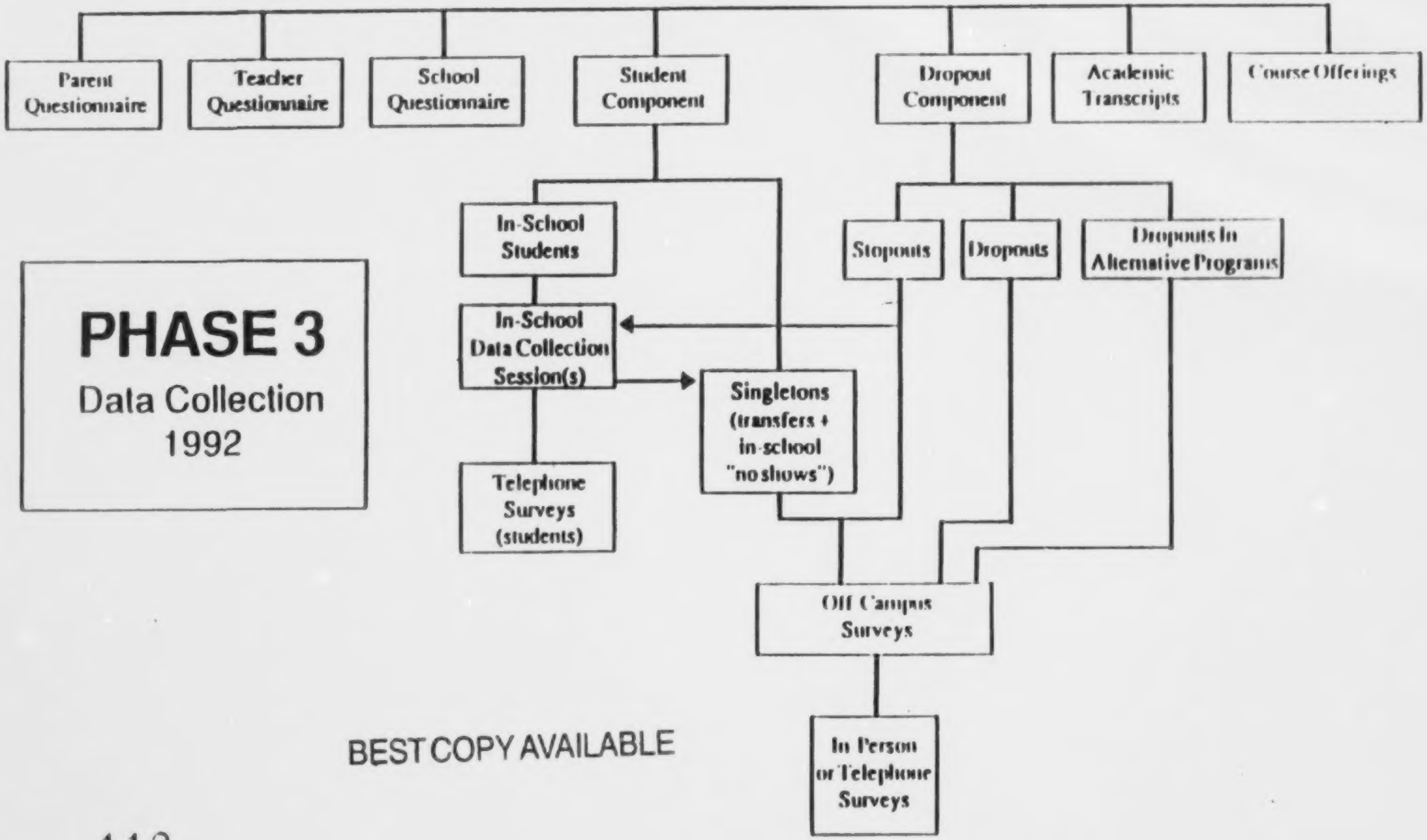
Parent Questionnaire
Teacher Questionnaire
School Questionnaire
Student Component
Dropout Component
Academic Transcripts
Course Offerings
In-School Students
In-School Data Collection Session(s)
Telephone Surveys (students)
Singletons (transfers + in-school "no shows")
Stopouts
Dropouts
Dropouts In Alternative Programs
Off Campus Surveys
In Person or Telephone Surveys
PHASE 3
Data Collection
1992

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Table 4.3-1
Summary of NELS:88 Second Follow-up Completion Rates

Instrument	Completed	Weighted	Unweighted
Student questionnaires	16,842	91.0%	92.5%
Student tests	13,267	76.6%[a]	78.8%[a]
Dropout questionnaires	2,378	88.0%	87.6%
Dropout tests	959	41.7%[a]	40.3%[a]
School questionnaire[b]	1,326	NA	97.1%
School questionnaire[c]	15,409	98.3%	98.2%
Parent questionnaire[d]	16,395	90.6%	93.2%
Teacher questionnaire[e]	9,853	90.8%	90.7%

[a] Percentages of cases for which a student/dropout questionnaire was obtained for which a cognitive test was also obtained.

[b] Twelfth-grade school completion rate for school questionnaires of eligible contextual schools where at least one student has completed a questionnaire.

[c] Coverage rate for student participants of the total sample who also have a completed school administrator questionnaire.

[d] Parent completion rate is based only on those sample members who completed a student/dropout questionnaire.

[e] Percentage of student respondents for whom a teacher rating was completed.

SOURCE: National Education Longitudinal Study of 1988 (NELS:88), National Center for Education Statistics, U.S. Department of Education

4.3.1 Second Follow-Up Student Survey and Cognitive Tests

From January to June 1992, in-school survey sessions were held in all cooperating NELS:88 schools still enrolling second follow-up sample members. Second follow-up data collection procedures were very similar to those used in the first follow-up. Student questionnaires and four cognitive tests in math, science, reading, and social studies were administered in group sessions of approximately nine students during the first data collection at each school, and three students during any second in-school data collection session.

Off-campus survey sessions, typically attended by one to three students, were conducted primarily from March to July 1992. Students who were not enrolled in sampled schools, who had missed in-school data collection sessions, or who were enrolled in schools that had refused to participate in the study were invited to off-campus sessions and administered the student questionnaire and cognitive tests. Dropouts were also asked to attend these sessions and were surveyed alongside sample members who were currently enrolled in school. As with in-school survey sessions, off-campus survey sessions in the second follow-up were nearly identical to those in the first follow-up. If a sample member was unable to attend an off-campus group survey session, he or she was surveyed either over the telephone or in person. When the student questionnaire was administered over the telephone, cognitive test data were not collected.

4.3.2 Second Follow-Up Dropout Survey

The NELS:88 second follow-up dropout survey sought to interview all sample members who had left school prior to graduation, including both first follow-up dropouts who had not returned to school and sample members who dropped out after the first follow-up. All sample members appear on the second follow-up student data file regardless of their spring 1992 enrollment status. Basic classification variables and test data appear for both students and dropouts, though dropout questionnaire data appear separately on the dropout component data file.

School Enrollment Classification and Data Collection. In order to determine which sample members were eligible to complete a dropout questionnaire, school enrollment status was determined for all sample members during the spring of 1992.

Four enrollment categories were identified. The first category included high school students who were enrolled in a school culminating in a high school diploma. These students were administered the student questionnaire and, when possible, the cognitive test battery. Early graduates were included in this category, and were asked to report retrospectively on the school from which they graduated and to complete supplemental questions about their reasons for graduating early.

The second category encompassed sample members who dropped out of high school but later re-enrolled in a high school program to obtain a high school diploma. These sample members were administered the student questionnaire and, when possible, the cognitive test battery.

The third category contained sample members who dropped out of high school but subsequently pursued an equivalent to a high school diploma, usually the General Educational Development test (GED). If an alternative completer had finished the requirements of his or her equivalency program (e.g. passed the GED test), the individual was classified as a "completer" (in effect, an early graduate by alternative means) and the student questionnaire (including the early graduate supplement) was administered. If the alternative completer had not yet fulfilled the requirements for certification, the sample member was administered a dropout questionnaire. In both cases, the cognitive test battery was also administered when possible.

Dropouts constituted the fourth enrollment category. These sample members had left their high school by the spring of 1992 and were not working toward an alternative certification. Dropouts were administered a dropout questionnaire and, when possible, the cognitive test battery.

Regardless of whether a dropout completed a student or dropout questionnaire, data collection efforts for the dropout component of the second follow-up were similar to those in the first follow-up survey. Interviewers attempted to survey most dropouts in off-campus survey sessions with testing conditions similar to in-school sessions.

For analytical purposes, sample members classified as alternative completers can be included or compared with either high school completers or dropouts. Additionally, alternative completers can be examined separately, depending on the needs of the analyst.[45] For a complete description of the dropout component, see the *NELS:88 Second Follow-Up: Dropout Component Data File User's Manual.*

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[45] Longitudinal data from the Department of Labor's NLSY79 surveys suggest that GED-holders do not fare as well in the labor market as high school diploma-holders (Cameron & Heckman, *Journal of Labor Economics, 11*[1],1993) though they do fare modestly better than dropouts (Murnane, Willett & Boudett, *Educational Evaluation and Policy Analysis, 17*[2], 1995).

4.3.3 Followback Study of Excluded Students (FSES)

The Followback Study of Excluded Students of the NELS:88 second follow-up attempted to reassess the eligibility status and ascertain the enrollment status of students who: 1) had been excluded because of linguistic, mental, or physical obstacles to participation when the baseline sample of eighth graders was drawn in the 1987-88 school year, were subsampled into the Base Year Ineligibles Study in the first follow-up, and were ineligible for the first follow-up survey; 2) were eligible in the base year but became ineligible in the first follow-up; or, 3) were identified as ineligible when selected through the freshening process in the first follow-up. Eligibility information was gathered for 94.7 percent of the excluded sample members. For excluded students who were identified as eligible, second follow-up student or dropout questionnaires were administered either in-person or over the telephone. Cognitive tests were administered to a small percentage of these students. For students who remained ineligible, school enrollment status and other key characteristics were obtained. For eligibility and completion rate data, see table H-2 in appendix H. For details about the Followback Study of Excluded Students, see *Sample Exclusion in NELS:88: Characteristics of Base Year Ineligible Students; Changes in Eligibility Status after Four Years* (Ingels, 1996; NCES 96-723).

4.3.4 Second Follow-Up School Administrator Survey

In February 1992, school administrator questionnaires were mailed to the principals or headmasters of selected NELS:88 schools with second follow-up sample members still in attendance. Data collection was conducted from February through early July 1992; questionnaires were completed by self-administration and by telephone interview. For any telephone interviews conducted after the end of the 1991-1992 academic year, school principals were asked to refer to the 1991-1992 academic year when answering questions.

As in the base year and first follow-up, the school principal or headmaster could delegate all but one of the sections to another knowledgeable school official. Only school principals could complete the fifth section of the questionnaire on school governance and school climate.

Because questionnaires from school principals were completed in two different modes of data collection, by self-administration and over the telephone, a number of steps were taken to minimize any mode effects. Telephone interviewers were trained to adapt the questions in a way which made sense when asked over the telephone. If the principal had a copy of the questionnaire, he or she was encouraged to read along in the questionnaire as the interviewer asked the questions over the telephone.

4.3.5 Second Follow-Up Teacher Survey

In the second follow-up teacher survey, one teacher report was collected for each student attending a NELS:88 school who was enrolled in a mathematics or science class. For students enrolled in both a mathematics and a science class, only one teacher report was collected. For these students, the subject area of the second follow-up teacher report was the same as that of the student's base year teacher report. Some second follow-up freshened students, who had no base year subject assignment, were also enrolled in both a mathematics and a science class. For these freshened students, the subject area of the teacher surveyed in the second follow-up was the same as the base year subject area of the student's linked partner in the freshening procedure.

The teacher survey was designed to articulate with the student cognitive tests and to minimize the amount of time between the collection of the student and teacher reports. Because students were surveyed at NELS:88 schools from January 1992 through the end of the 1991-1992 academic year, self-administered questionnaires were mailed to teachers in two mailings depending on when the students at the school were surveyed. Teachers at schools at which the students were surveyed before April 1, 1992, were mailed a questionnaire in early February 1992. Teachers at schools at which the students were surveyed on or after April 1, 1992, were mailed a questionnaire in early March 1992.

For most students a teacher report was collected from the fall term teacher in the selected subject. However, if the students at a school were surveyed on or after April 1, 1992, then the teacher questionnaire was mailed to the spring term teacher of the selected subject for the student. This design was based on the assumption that early in the spring term, the fall term teacher was the most familiar with and could most fully assess the student.[46] After April 1, a teacher report was collected from the spring term teacher because at that time the spring term teacher was more likely to have had sufficient interaction with the student to make a full assessment of the student in the teacher questionnaire, and the fall term teacher might have difficulty recalling a student he or she had not instructed in several months. Interviewing the spring term teacher for students interviewed in school data collection sessions after April 1 also provided better articulation with the student cognitive tests than interviewing the fall term teacher in late spring.

Two weeks after the teacher questionnaires were mailed, nonresponding teachers were prompted for the return of the questionnaire with a postcard reminder. Two weeks after the postcard reminder was mailed to teachers, nonresponding teachers were prompted for the return of the questionnaire over the telephone. Teachers who did not respond after the postcard and telephone prompts were interviewed over the telephone.

To minimize mode effects between self-administration and telephone administration of the instrument, interviewers were trained to adapt the questions to make sense when read over the telephone. Additionally, teachers were asked to read along in the questionnaire during the telephone interview if they had the copy of the questionnaire.

4.3.6 Second Follow-Up Parent Survey

In the second follow-up, a self-administered, forty-minute questionnaire was mailed to the parent or guardian of selected NELS:88 students in May 1992. Like the base year parent survey, instructions in the questionnaire and accompanying letter directed the parent or guardian who was most knowledgeable about the teenager's current school situation and educational plans to complete the questionnaire. In accordance with these instructions, the respondent was self-selected.

Whereas the base year parent survey asked parents to complete the questionnaire near the same time the student was interviewed, the second follow-up instrument included questions about postsecondary educational costs which precluded an exact temporal correspondence between the administration of the two surveys. Because financial aid decisions are frequently not received until late in the spring of the teenager's twelfth-grade year, the parent questionnaires were mailed in May 1992, to ensure that the parents and guardians would be able to answer these questions fully. For parents who completed the interview after the end of the 1991- 1992 academic year, the parent questionnaire instructed parents to refer to the spring of 1992 when answering questions about the teenager's school life.

The parent instrument was designed as a self-administered questionnaire, but many parents completed the survey over the telephone with an interviewer. To minimize any differences between the two modes of administration, interviewers were trained to adapt the questions to make sense when asked over the telephone. Interviewers also encouraged parents to read along in the questionnaire if they had a copy of the self-administered questionnaire.

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[46] Of course, in most instances the fall and spring term teacher were one and the same person.

4.3.7 Course Offerings

Course offerings documents were collected from NELS:88 schools in the fall of 1991, for use in transcript coding (see section 4.3.8 below). Additional documents were collected as necessary during transcript collection and processing. The majority of schools provided catalogs with descriptions of the courses offered during the 1991-92 school year. Course offerings documents were also collected from HSES schools.

4.3.8 Transcript Component

In August 1992, transcript survey materials were mailed to the principals of the NELS:88 and non-NELS:88 schools attended or most recently attended by sample members eligible for the survey. (The sample for the transcript component comprised all eligible NELS:88 second follow-up sample members who were: 1) students enrolled in NELS:88 schools; 2) early graduates, regardless of school affiliation; or 3) dropouts [including GED recipients]. Sample members who were ineligible for the base year, first follow-up and second follow-up and were enrolled in the twelfth grade in 1992 were also part of the sample.) Because of the variability in transcript format across schools, explicit instructions for transcript preparation were provided. School staff were asked to retrieve from alternate sources any data elements that were not included on the school's transcripts. Transcript preparers were also asked to note any in-school survey session day transfers on survey documents, to facilitate the pursuit of additional records from transfer schools.

Two weeks after survey materials were mailed, nonresponding principals were prompted for the return of transcripts with a postcard reminder. Principals who did not return transcripts within three weeks of the postcard prompt were prompted over the telephone. Telephone prompting of nonresponding principals continued from October 1992 to February 1993. Field visits to schools requesting assistance in the preparation of transcripts were conducted in February and March.

Abstraction of student- and course-level data from transcripts began in October 1992 and continued through March 1993. Retrieval of missing critical items from school staff occurred concurrently. Coding of transcript courses began in November 1992, and continued through April 1993. Courses were coded using the course catalog for the school or district, in accordance with the Classification System of Secondary Courses, updated for the 1990 NAEP High School Transcripts Study. When a school or district catalog was unavailable, courses were coded by title alone.

4.3.9 High School Effectiveness Study: Followback Data Collection

Data collection for the followback of the High School Effectiveness Study (HSES) was conducted concurrently with the NELS:88 second follow-up. The HSES and NELS:88 second follow-up school samples overlapped to a high degree, as did the student samples to a lesser extent. Data collection instruments and procedures for the HSES followback were almost identical to those used in the NELS:88 second follow-up.

In 246 of the 247 schools participating in the baseline (one HSES school closed between the baseline and the followback), HSES sample members were administered the NELS:88 second follow-up student questionnaire and cognitive test battery. If HSES students missed their scheduled in-school data collection session, they were surveyed at an off-campus survey session. Like the HSES baseline, HSES sample members who were no longer attending the HSES school at which they were sampled were not pursued or surveyed, but their enrollment status was collected from their original HSES school. Parent, school administrator and teacher data were gathered for HSES students using NELS:88 second follow-up instruments and procedures.

In the HSES followback, transcripts were collected and processed for all sample members eligible for the baseline or followback. Course offerings documents for the 1991-92 school year were also collected from HSES schools and used in transcript coding. Unlike the NELS:88 second follow-up, school-level and course-level data were also abstracted from the course catalogs and other documents provided by HSES schools. When used with transcript data for HSES sample members, course offerings data facilitate the investigation of coursetaking patterns by student characteristics and the relationship of these patterns to student outcomes. The data also allow for more fine-grained analysis of learning opportunities because the data are informative of all the courses offered at a school during the 91-92 academic year. The following data elements were abstracted from course offerings documents:

School-level

- term system used (quarter, trimester, semester);
- range of grades in which credits are accrued (grades 9 through 12, or 10 through 12);
- Carnegie units[47] in various subjects required for graduation (math, science, social studies, English, vocational education);
- total Carnegie units required for graduation;
- high school programs offered (e.g., general, college preparatory, special education);
- school's modal program; and
- school's method of computing class rank.

Course-level

- course title and number;
- duration of course (e.g., quarter, trimester, semester, year);
- school credits earned for completion of course;
- Carnegie units earned for completion of course; and
- a Classification of Secondary School Courses (CSSC) code.

A detailed discussion of the data collection procedures for the High School Effectiveness Study is provided in the *NELS:88 High School Effectiveness Study: Data File User's Manual.*

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[47] For each school, data entry clerks recorded the number of credits awarded by the school for the successful completion of a one-year academic course taken one period a day, five days a week. This factor, which varied from one to twenty, was used in machine cleaning of the data to standardize school-reported credits to a standard metric, the Carnegie unit. Dividing school-reported credits by the conversion factor yielded credits in Carnegie units.

V. Data Control, Preparation, and Processing

Data preparation activities spanned the length of each wave of NELS:88, beginning with tracing and securing school cooperation, through monitoring and machine editing, and ending with the preparation of public-use data files and an electronic codebook (ECB). This chapter uses the second follow-up student component as an example of the procedures used to control, prepare, and process NELS:88 questionnaire data. Procedures were generally consistent across waves and components; however, refer to individual data file user's manuals for additional details about how data processing was conducted for particular components.

The construction of the base year through second follow-up combined files and supporting ECBs released in 1995 under the third follow-up is also discussed, and the final section of the chapter describes the confidentiality analysis conducted on the second follow-up data files in order to avoid possible disclosure of respondent or school identities. Similar analyses were conducted in the base year and first follow-up and are described in the *NELS:88 Base Year Final Technical Report* and the *NELS:88 First Follow-up Technical Report*, respectively.

5.1 On-Site Editing and Retrieval

For student and dropout questionnaires (including the new student supplement), the first data control and preparation activity was editing questionnaires and retrieving missing information. Interviewers conducted on-site editing of the student and dropout questionnaires, giving special attention to the respondents' answers for all critical items. A list of critical items can be found in appendix L in the *NELS:88 Second Follow-Up: Student Component User's Manual*.

If the response to one or more of the critical items was missing, undecipherable, or had multiple categories marked when only one response was permitted, the interviewer privately pointed out the problem to the respondent. If the sample member indicated that he or she had chosen not to answer the question, the interviewer marked a "no retrieval" response for the item. The "no retrieval" responses were later used during the machine editing process to assign a "refused" response to the critical items.

5.2 Monitoring and Receipt Control

Once the questionnaires, cognitive tests, and new student supplements were collected, each student and dropout questionnaire was reviewed for completeness and to confirm that the ID numbers were correct. A final disposition code was assigned to each student and dropout indicating whether test data, questionnaire data, or a combination of the two were completed by the sample member. These outcomes were recorded in a microcomputer-based Survey Management System (SMS).

5.3 In-House Editing and Coding

The next step was to edit the confidential locator pages for legibility and remove the pages from the questionnaire. In the student questionnaire respondents were asked to provide the names and locations of the two postsecondary institutions they were most likely to attend after high school. This information was coded using the standard Interagency Postsecondary Education Data System (IPEDS) codes. (IPEDS codes are available only on the privileged use files.)

5.4 Data Capture and Archival Storage

Data entry for the student questionnaire and cognitive tests was performed through an optical mark reading procedure by Questar Data Systems, Inc. The new student supplements and dropout questionnaires were not optically scanned but were converted to machine readable form using conventional key-to-disk methods. All cognitive tests were photographed onto microfilm for archival storage.

5.5 Data Processing of the Student Questionnaires

In each round of the study, data processing activities began with sample selection and continued through receipt control, machine edit, and the preparation of public and privileged use data files and user documentation. Data processing activities varied little among the base year, first follow-up and second follow-up. This section describes the post-processing that was carried out to prepare the data for final release and concludes with an introduction to the electronic codebooks (ECBs) that have been created for NELS:88 data.

5.5.1 Machine Editing

Conventions for editing, coding, error resolution, and documentation adhered as closely as possible to the procedures and standards previously established for HS&B and NLS-72.

Detection of out-of-range codes was completed during scanning or data entry for all questions except those permitting an open-ended response. The scanning contractor converted the student data to machine-readable form and supplied a raw data tape to NORC. Because of their small number, the new student supplements were not scanned, but were data entered. After receipt of all scanned and keyed data, sequenced machine editing and visual inspection of the output began. The tasks performed included: resolving inconsistencies between filter and dependent questions, supplying the appropriate missing data codes for questions left blank, detecting illegal codes and converting them to missing data codes, and investigating inconsistencies or contradictions in the data. Frequencies and crosstabulations for each variable were inspected before and after these steps to verify the accuracy and appropriateness of the automated machine editing processes.

Inconsistencies between filter and dependent questions were resolved in the machine editing process. In most instances, dependent questions that conflicted with the skip instructions of a filter question contained data that, although possibly valid, were superfluous. For instance, respondents sometimes indicated "no" to a filter question and then continued to answer "no" to subsequent dependent items. When a filter question indicated that a subsequent question(s) should have been skipped, the dependent questions were set to the value "legitimate skip", with one exception. In the exception, if the dependent questions were answered in a manner that was inconsistent with the filter but consistent across the dependent items, the filter was back edited (changed) to agree with the dependent responses. If a multiple response or no answer was given to a filter question, the question was assigned the appropriate reserved code (see below) and all subsequent questions that might have been skipped were processed as if the respondent should have answered them.

The frequency with which responses were recoded to legitimate skip for each skip pattern was closely monitored. Frequency distributions of responses before and after editing were inspected. All filter questions and their respective dependent items were displayed in crosstabulations so that staff could verify the accuracy of the recoding.

After improperly answered questions were converted to blanks, the student data were passed through a second step in the editing program that supplied the appropriate reserved codes for blank questions. Where a value was not provided by the respondent, a reserved code fills the field. These reserved codes and their meanings are as follows:

6=MULTIPLE RESPONSE
7=REFUSED[1]
8=MISSING
9=LEGITIMATE SKIP

When the legitimate response of a variable filled more than one column of space, the right-hand column contained one of the above codes and the remainder of the columns were filled with "9"s.

Critical items (those deemed most critical to data analyses) followed a somewhat different machine editing process. Data collection procedures instructed field interviewers to mark the retrieval oval beside each critical item in the questionnaire if an attempt was made to retrieve missing or invalid data from a respondent. The edit program then used these fields to set corresponding blank data to "refused." Since their purpose was to determine the correct reserved codes, retrieval variables are not present on the final data file. If a critical item was left blank, was not a legitimate skip, and an attempt was made to retrieve the missing data, the item was coded as "8" (missing). If a filter was coded "7" (refused), all subsequent questions that might have been skipped were processed as if the respondent should have answered each item. Filters that were coded "6" (multiple response) or "8" (missing) were handled in the same manner.

Items with unusually high nonresponse or multiple responses were checked by verifying the data in the questionnaire (on microfilm for students and dropouts, hardcopy for new student supplements).

Finally, while many of the same items appear in both the main student and dropout questionnaires, occasionally the response codes used in the two questionnaires were different. In addition, some of the response scales used were the same as those used in earlier waves and/or HS&B but with the scale reversed. After machine editing was completed, the affected items were recoded. Student questionnaire items were recoded to match comparable items in HS&B and earlier waves of NELS:88. The dropout items were recoded to coincide with the student codes. Because response scales were recoded on questions that may not be strictly compatible, analysts should assess the comparability of questions when comparing NELS:88 second follow-up with earlier NELS:88 waves or HS&B. (The questionnaires that are presented in appendix K of the *NELS:88 Second Follow-Up: Student Component User's Manual* have been modified to reflect these recodes; these questionnaires should match the data presented in the codebook that appears in appendix J of the same manual but vary somewhat from the optical scan format instrument that was administered to NELS:88 students.)

5.5.2 Data File Preparation

The conventions used to assign SAS and SPSS-X variable names are as consistent as possible with HS&B and NLS-72. In those two surveys, variable names were assigned according to the survey wave and the question number. A similar system was developed for NELS:88. For example, BYS56A, is from the base year student survey, question 56, part A. Likewise, F1S7D, is from the first follow-up student survey, question 7 part D, while F2S84C is from the second follow-up student survey, question 84 part C.

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[1] This code was used only when a critical item was missing and the retrieval oval was checked by the field interviewer, indicating that the respondent refused to answer.

Constructed variables—including statistical weights, special indicators or flags, and variables that are composites of one or more sources—are added to the files in order to promote high caliber analyses of the NELS:88 data. Certain items add information from study sources that would otherwise be unavailable to users; some items reference respondent properties to external standards that would be expensive for individual analysts to create; and other items are recodes or combinations of internal questionnaire sources. A number of composites have appeared in earlier rounds and represent a convenience for the analyst, rather than wholly new information. Some of these constructed variables will be used by nearly all users, while others will be appropriate to those seeking insights into distinctive populations, relationships or events.

Generally, the names of the base year flags, variables, and weights begin with BY; the first follow-up flags and weights begin with F1; and the second follow-up names begin with F2. If the variable is a school-level variable placed on the student file, the composite variable name begins with G8 (for grade 8 in base year), G10 (for grade 10 in the first follow-up) or G12 (for grade 12 in the second follow-up). A few composite variables that were built in the base year do not begin with the prefix "BY." These are: SEX, RACE, HISP, API, HEARIMP, HANDPAST, BIRTHMO, BIRTHYR. Over the course of the survey even basic demographics such as gender and ethnicity are re-examined and improved when and if new and/or more accurate information becomes available for particular cases (thus there is an F1SEX on the first follow-up files, an F2SEX on the second follow-up files, etc.).

The only reserved code used for all of these specially constructed variables is for missing data. For one-column variables that code is "8." Variables that are greater than one column in length are filled with "9"s (i.e., 998) in all but the right-most column. This reserved code is used when the sources for data are missing due to either item nonresponse, nonparticipation in all or part of the components of the study, or when data are missing on one or more external source files. Appendices H in the base year manual, I in the first follow-up manual and H in the second follow-up student manual explain the conditions under which specific composite variables were assigned a missing code.

5.6 The 1995 NELS:88 CD-ROMs: Base Year through Second Follow-Up Data Files and Electronic Codebook

For the 1995 release of the base year through second follow-up data on CD-ROM under the third follow-up, datasets with the same unit of analysis that had previously been released as separate files were combined to create files with multiple records per case. The 1995 student-level file, for example, incorporates data from 15 NELS:88 components, including base year, first follow-up, and second follow-up student, parent, teacher, and school (at the level of the student) questionnaire data. The 1995 privileged- and public-use files also contain NELS:88 data never before released on CD.

In addition to the base year through second follow-up data files, the 1995 CD-ROMs contain data for respondents to the 1994 third follow-up of NELS:88. Third follow-up data have been integrated with data from the base year through second follow-up for the third follow-up sample. Full documentation of the contents of the CD-ROMs is provided in the NELS:88 User's Guide for the 1995 Electronic Codebook Systems and Base Year through Third Follow-Up Public Use [Privileged Use] Data Files on CD-ROM.

The 1995 data files are fully supported by electronic codebook (ECB) systems. While the ECB system is primarily an electronic version of a fully documented survey codebook, it has other important features. The list below summarizes the major options that the ECB software provides to NELS:88 researchers:

- users can electronically browse a list of all the variables and composites contained on the NELS:88 data files;
- using key words or variable names/labels, users can electronically search for variables that are relevant to their research questions;
- the ECB provides an electronic display of the full question text of each variable in the database, along with notes and other pertinent information;
- the ECB displays the SAS code that was used to create composite variables (if all of the variables that were used to construct the composite are also present on the data file);
- the ECB includes electronic display of the distribution of raw counts and percentages for each variable in the database; and
- the ECB permits users to select or "tag" variables of interest. Users can subsequently:
- print a hardcopy codebook that displays the distributions of the tagged variables;
- generate SAS-PC, SPSS-PC+ or SPSS-for-Windows program code for the tagged variables (that in turn can be used with a user's own SAS or SPSS statistical software);
- generate a "tag" file which will save the set of tags for import in a future application.

The NELS:88 ECBs run on IBM-compatible PCS equipped with compact disc (CD-ROM) readers and are available in both DOS and Windows versions. Both the ECB software and the NELS:88 raw data files reside on the CD-ROM.

5.7 Confidentiality: Protection Against Statistical Disclosure of Respondent Identities

A confidentiality analysis was conducted in the second follow-up order to avoid possible disclosure of respondent or school identities. Any variable which, by nature, could be used to identify certain individuals or schools must be masked in order to protect the anonymity of the respondent. Procedures for accomplishing this task while maintaining quality of the data are covered in this section.

5.7.1 General Strategy

Disclosure avoidance involves two basic procedures for identification of high-risk variables. First, certain data elements may be identified *a priori* as posing disclosure risks. Variables that constitute virtually unique data signatures pointing to given individuals or schools (for example, many continuous variables), extreme outliers that may be associated with publicly known characteristics of an institution or individual, and finer-grained versions of school-level variables that can be linked to universe files all fall within the category of pre-identifiable high-risk variables.

Second, other data elements may be identified *a posteriori*, that is, empirically, as posing a disclosure risk. Disclosure avoidance requires that potentially revealing school-level information from the NELS:88 second follow-up data files be analyzed in conjunction with data available from school universe files. Where school matches permit institutional identities to be deductively disclosed, further modification of school-level, and sometimes student- or teacher-level, variables may be required.

This section reports how high-risk variables from NELS:88 were identified, that is, the specification of data elements that, from inspection of response frequencies or on purely *a priori* grounds, clearly need to be masked or altered if disclosure risks are to be minimized. For the variables that were also included in the universe matches, further abridgements, recategorization, or masking were necessary. These alterations are discussed in section 5.7.2.

Preliminary Modifications: Student File. The only modifications to the student file were those alterations that were required as a continuation of confidentiality edits implemented for the base year and first follow-up data and those that resulted from the current, school-based confidentiality analysis. As an example of the first type of alteration, the questionnaire-specific race/ethnicity data and the composite race/ethnicity data for two schools had to be suppressed (set to missing) on the student data file when these schools with unique racial compositions produced matches between NELS:88 base year schools and public school universe files. Since, working backward to the base year school, race-ethnicity information would still be at risk of disclosure in the second follow-up despite the change in schools of the involved individuals between 1988 and 1992, these data elements were suppressed in the second follow-up.[2] The second type of modification involved making sure the abridgements, recategorizations, and maskings made for confidentiality purposes on school data were carried over to the student records.

Preliminary Modifications: School File. One of the most important initial steps in constructing the NELS:88 second follow-up public use school file was to make sure that variable suppressions or recodes used to meet confidentiality requirements in the NELS:88 first follow-up public use school file were carried over. Table 5.7.1-1 shows a list of items, indicated by their questionnaire number, suppressed or recoded in the NELS:88 first follow-up public use School File and their equivalent second follow-up items, also indicated by questionnaire number.

All of the items suppressed for the first follow-up public use school file were suppressed for the second follow-up public use file. All of the first follow-up recoded items listed in table 5.7.1-1 were asked in the second follow-up using the same response categories, and recoding for the second follow-up public use file reflect what was done for the first follow-up public use file.

In the following section, the analyses and measures undertaken by NORC to assess and eliminate disclosure risk from matching the NELS:88 first follow-up school file with universe files are described.

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[2] Specific student variables that were suppressed or altered for an extremely small number of schools in order to protect confidentiality of the data were F2RACE1, F2N17, F2N18, F2N19, and G12URBN3. Suppressed or altered parent variables include F2P19, F2P20, F2P21, F2RACE1, F2API, and F2HISP.

Table 5.7.1-1:
NELS:88 First Follow-up School Questionnaire Items Suppressed or Recoded For the Public Use Files and Their Second Follow-up Equivalents

F1 Suppressed Items	F2 Equivalent Items
F1C1	F2C1
F1C2	F2C2
F1C3	F2C3
F1C4	F2C4
F1C11C1	F2C7D1
F1C27A	F2C22A
F1C27C	F2C22B
F1C27D	F2C22C
F1C27E	F2C22D
F2C27F	F2C22E

F1 Recoded Items	F2 Equivalent Items
F1C7	F2C5
F1C29	F2C24
F1C35	F2C29, F2C29B
F1C42A	F2C37A
F1C42B	F2C37B

SOURCE: National Education Longitudinal Study of 1988 (NELS:88), National Center for Education Statistics, U.S. Department of Education

5.7.2 Disclosure Analysis: Matching with Universe Files

Method: Step 1. The first step in the disclosure analysis was to assess disclosure risk against the universe file containing both public and private schools. Six variables that were in both the second follow-up NELS:88 school data and the universe file were identified, and categories for the variables were chosen.

The selected variables were then categorized as closely as possible across the two files in preparation for the calculation of a distance metric. The distance between schools—one on the NELS:88 file and the other on the universe file—was measured using a "code distance" metric. Variables were included in the code distance measure only if they were not missing on both files. With the code distance measure, results of a code change for confidentiality for a particular school can be readily observed.

A number of distance measures were available for each school—the school's distance with itself and the school's distances with other schools on the universe file. For each NELS:88 school used in the analysis, the distance measures associated with the school were rank-ordered. The actual code distance values associated with each school are, for the most part, irrelevant for this analysis. The important measure is the relative ranking of the school's distance from itself compared to its distance from other schools.

Results. Ten schools in the NELS:88 file were found to be at risk of disclosure, and recoding was implemented to minimize the risk of disclosure. Based on the assessment of the analytic importance of the matching variables, it was decided to recategorize variables in the following order: number of teachers, total school enrollment, percent white, and percent free lunch. Grade span and urbanicity would only be considered if changes to these other variables did not sufficiently reduce disclosure risk for a school. Further, if it was necessary to adjust grade span or ethnicity, the values were set to missing rather than changed.

The decision to set variables to missing or recategorize values was the result of a complicated set of considerations in which reduction of the analytic utility of the file was balanced with the efficient reduction of disclosure risk. To preserve the data for analysts, it would be preferable to make values missing. Unfortunately, a greater number of iterative analyses are necessary to determine the effect of making values missing on relative rankings of distance measures. This is not the case when values are changed. In fact, the effect on relative rankings of distance measures can usually be seen quite readily. Because of this, the number of iterative analyses necessary to demonstrate that disclosure risk is safely minimized is reduced considerably.

After recoding was performed to eliminate disclosure risk, no schools were found to be at risk for disclosure from the universe file.

Method: Step 2. The next step in the disclosure analysis was to assess disclosure risk against the universe file of public schools. The same six variables used in step 1 of the analysis were used in the comparison to the public school universe file. For the variables that were also used in the previous analysis, all categories, recodings, and changes that were necessary to eliminate disclosure risk with respect to the public and private school universe file were carried over into this analysis.

Results. When the public school universe file recoding was completed, step 1 was repeated using the newly recoded schools. A few schools turned up as disclosure problems and required further recodes.

VI. Further Notes for Researchers; Recommendations for Future Studies

6.1 NELS:88 Research Bibliography

The number of published articles, doctoral dissertations, presentations and reports using NELS:88 data continues to grow. The variety of topics addressed ranges from studies of the quality of the middle and high schools attended by 1988 eighth graders who, before school entry, had attended Head Start (Lee & Loeb, 1995), to an examination of how many 1992 high school seniors would have met the new (effective fall 1996) National Collegiate Athletic Association academic eligibility requirements for freshman participation in Division I college varsity sports (Owings, McMillen & Daniel, 1995). Some examples of topics addressed in recent analyses using NELS:88 are listed below. These examples appear under seven broad research rubrics. (See appendix R for a depiction of NELS:88 questionnaire content in relation to each of these seven thematic areas.) These rubrics are:

1. Cognitive growth: achievement gain in math, science, reading and social studies
2. Dropping out of school
3. Equality of educational opportunity: equity, access and choice
4. Effects of ability grouping, tracking, and grade retention
5. School and teacher effects
6. Parental involvement and home effects
7. Transitions:

    from eighth grade to high school;
    from secondary education to postsecondary and the labor market.

In addition, two special rubrics have been provided. One special category is for intercohort comparisons that depict trends between the time of NLS-72, HS&B, and NELS:88. The second encompasses cross-sectional descriptive analyses of representative samples of eighth, tenth and twelfth-grade students—a snapshot, as it were, of each cohort, at a point in time (spring 1988, spring 1990, and spring 1992).

1. Cognitive growth: achievement gains in math, science, reading and social studies;

-- *achievement gains between grades 8 and 10, 8 to 12, and 10 to 12* (Scott, Rock, Pollack & Ingels, 1995; Rock, Owings, & Lee, 1994; Hoffer, Rasinski & Moore, 1995; and Rock & Pollack, 1995; Madigan, forthcoming);

2. Dropping out of school

-- *high school dropouts* (McMillen et al. 1993; Jordan, Lara & McPartland, 1994; Rumberger, 1995; Scott, Rock, Pollack & Ingels, 1995; Kaufman, McMillen & Sweet, 1996; Teachman, Paasch & Carver, 1996) Hoffer, forthcoming)

3. Equality of educational opportunity: equity, access and choice

-- *Equality of opportunity: opportunity to learn* (Stevenson, Schiller, & Schneider, 1994; Muthen et al., 1995; Smith, 1996)

-- *Equality of opportunity: racial/ethnic, language minority, and socioeconomic status subgroup differences* (Braddock et al. 1991; Bradby, 1992; Solorzano, 1992; Kerbow & Bernhardt, 1993; Steelman and Powell, 1993; Davis & Jordan, 1994; Kennedy & Park, 1994; Peng & Hill, 1994; Peng & Lee, 1994; Peng & Wright, 1994; Fejgin, 1995; Kao, 1995; Kao & Tienda, 1995; Osbourne, 1995; Peng, Wright & Hill, 1995; Kim, forthcoming)

-- *Equality of opportunity: special populations* (the gifted; students with disabilities): (Sayler & Brookshire, 1993; Snow & Ennis, 1994; Hodapp & Krasner, 1995; Rossi, Herting & Wolman, forthcoming).

-- *Equality of opportunity: students "at risk" and students in urban areas*

characteristics of and outcomes for (two and four years later) eighth graders with risk factors, (Hafner, Ingels, Schneider & Stevenson, 1990; Kaufman & Bradby, 1992; Finn, 1993; Green & Scott, 1995);

educational conditions in urban schools (Peng, Wang & Walberg, 1992; Lippman, Burns & McArthur, 1996; Gamoran 1996)

-- *Equality of opportunity: gender differences* (Catsambis, 1994, 1995; Hedges & Nowell, 1995; Mau, Domnick & Ellsworth, 1995; Lee, Chen & Smerdon, 1996; Burkam, Lee & Smerdon, 1997; LePore and Warren, 1997).

-- *School choice*: its impact on students and teachers (Sosniak & Ethington, 1992; Plank, Schiller, Schneider & Coleman, 1993); differential pursuit of opportunities for school choice by various racial/ethnic groups (Schneider, Schiller & Coleman, 1996);

4. Effects of ability grouping, tracking, and grade retention

-- *the impact of tracking and ability grouping* (Braddock & Dawkins, 1993; Burks, 1994);

-- *the impact of grade retention* (Meisels & Liaw, 1993).

5. School and teacher effects

--*students' instructional experience in mathematics and science* (Horn & Hafner, 1992; Hoffer & Moore, 1996);

-- *the comparative effectiveness of magnet schools, Catholic schools, and secular private schools, in increasing the achievement of urban high school students* (Gamoran, 1996);

-- *the relationship between school characteristics and curricula, and student outcomes* (Lee and Smith, 1992, 1995; Finn & Voelkl, 1993; Rasinski & Pedlow, 1994; Boozer & Rouse, 1995; Voelkl, 1995; Lee, Chen & Smerdon, 1996; Powell, 1996; Lee, Smith & Croninger, forthcoming 1997; Shouse, forthcoming 1997.)

-- *the relationship between teacher characteristics (such as training, race, gender) and student outcomes* (Ehrenberg, Goldhaber & Brewer, 1995; Chaney, 1995);

6. Parental involvement and home effects

-- *the effects of parental involvement on student achievement* (Horn & West, 1992; Keith et al. 1993; Muller, 1993; Muller & Kerbow, 1993; Keith & Lichtman, 1994; Muller, 1995a, 1995b; Sui-Chu & Willms, 1996);.

-- *family structure effects on student outcomes* (S.A. Lee 1993; Downey & Powell, 1993; V.E.Lee, Burkam, Zimiles & Ladewski, 1994; Finn & Owings, 1994; Downey, 1995a, 1995b)

-- *family versus school effects on student achievement* (Grissmer, Kirby, Berends & Williamson, 1994);

7. Transitions:
from eighth grade to high school;
from secondary education to postsecondary and the labor market.

-- *the transition from eighth grade to high school* (Myers & Heiser, 1995; Scott, Rock, Pollack & Ingels, 1995);

-- *postsecondary transitions*: (Owings, McMillen Burkett & Daniel, 1995; Sanderson, Rasinski, Dugoni & Taylor, 1996)

8. Intercohort comparisons:

-- *trends in participation in secondary vocational education*, 1982-1992 (Tuma, 1996);

-- *trends among high school seniors, 1972-1992* (Green, Dugoni & Ingels, 1995; Morgan, 1996);

-- *trends among high school sophomores, 1980-1990* (Rasinski, Ingels, Rock & Pollack, 1993; Wang, Schiller & Plank, forthcoming);

-- *trends among high school dropouts, 1982 and 1992* (McMillen et al. 1993; Kaufman, McMillen & Sweet, 1996);

9. Cross-sectional descriptive summaries:

-- *characteristics of American eighth graders, high school sophomores, and seniors* (Hafner, Ingels, Schneider & Stevenson, 1990; Ingels, Schneider, Scott & Plank, 1995; Green, Dugoni, Ingels & Camburn, 1995) *and the schools attended by eighth graders* (Hoachlander, 1991).

A NELS:88 bibliography is maintained on-line on NCES's gopher server, gopher.ed.gov; a jughead search of all gopher menus for "NELS:88 bibliography" will reveal its location. There were 289 entries as of March 31, 1996. The bibliography contains the following: name of author(s), publication source, content abstract, and information about page length, number of tables, and number of graphs.

6.2 NELS:88 Methodology: Recommendations for Future Studies

Apart from its richness as a source of multilevel longitudinal data NELS:88 has featured a number of innovations that extend its range and power beyond that of prior NCES longitudinal studies of high school students.

One such innovation is sample freshening. Although NELS:88 began with a 1988 eighth grade cohort, two and four years later, original sample members were not fully representative of 1990 sophomores or 1992 seniors, since not all students proceed through school in the modal sequence (some are held back, some drop out, some move through high school at an accelerated pace) and since new students enter the system through immigration. Consequently, the student sample was freshened in 1990 to create a valid probability sample of sophomores, and in 1992, to create a valid probability sample of seniors. This was done by identifying 1990 sophomores and 1992 seniors who were not in the 1988 eighth grade sampling frame and giving them a chance of selection into the later rounds. This freshening procedure underwrites valid cross-sectional generalization about eighth graders, sophomores, and seniors, at the three points in time, and permits longitudinal analysis of three distinct panels: 1988 eighth graders, 1990 sophomores, and 1992 seniors.

A second major innovation in NELS:88 addresses a significant weighting problem in school-based longitudinal surveys of students. By 1990 the 1988 eighth graders had dispersed to many high schools. The high schools to which eighth graders had dispersed did not constitute a national probability sample of high schools. Three different methodologies for simulating selection probabilities for 1990 high schools were developed and compared, within a probability subsample of the NELS:88 schools. In addition, student samples were augmented and made representative within these same schools, in order to facilitate the study of school effects.

A third major innovation in NELS:88 concerns the treatment of excluded students, that is, potential sample members who were declared ineligible because of obstacles to completing the survey forms (for example, severe mental or physical disabilities, inability to complete English language instruments). A subsample of the excluded students was followed, so that eligibility status could be reassessed and eligibility change accommodated (e.g., a student excluded for language reasons in 1988 who subsequently became proficient in English would be drawn into later rounds of the study), so that the biasing impact of exclusion on estimates could be studied, and so that key national statistics (such as cohort dropout rates) could be generated without bias.

Other innovations in NELS:88 involve reporting of data, particularly cognitive test scores. NELS:88 and NAEP 1992 twelfth grade mathematics scores were equated. Also, NELS:88 1990 and HS&B 1990 mathematics scores were put on an equivalent scale. NELS:88 reported not only normative scores but criterion-referenced proficiency levels, including scores on the probability of proficiency at a given mastery level that permit analysts to identify where on the growth curve, in terms of behaviorally anchored skills or knowledge, achievement gains took place. One final innovation involving the NELS:88 cognitive assessments was the use of two special strategies to increase accuracy of measurement and avoid floor and ceiling effects: (1) an adaptive multi-form approach (the specific form assigned in 1990 and 1992 depended on the prior round ability estimate [theta] for the math or reading subtest) and (2) special vertical scaling procedures that allowed for Bayesian priors on subpopulations for both item parameters and scale scores.

It would be sensible to repeat these basic innovations in future longitudinal studies of secondary schooling. However, there are a number of ways that NELS:88 could have been improved, and a number of further innovations that should be considered in undertaking any new NELS-like study.

6.2.1 Sampling and Weighting

There are a number of issues to consider in sample design and weighting. These include: the choice of whether to optimize the longitudinal features of the design, the choice of how to build a design suitable for studying school effects (especially if the starting point is immediately prior to high school), the issue of missed or excluded populations, the need to improve models of unit nonresponse, the need to accommodate missed transfers-in in the weighting scheme, and the desirability of automating the weighting as part of the data analysis system or electronic codebook.

A Robust General Purpose Sample Design, Versus a Sample Design Optimized for Measuring Achievement Growth. One basic issue from the outset is sample size (at both the school and student level) and number of measurements to be taken. If one wishes to exploit the longitudinal character of the design, for example, by focusing on a particular set of dependent variables, such as growth curves (here the mean rate of change rather than changes in means and proportions is the important variable), one may not need so large a sample as otherwise, but might benefit from getting more measures per child (for example, by testing students more often). An optimized design can be supported by smaller sample sizes yet produce more precise estimates for a particular design variable of interest. On the other hand, a robust design is particularly suited to a multipurpose study, which must answer a range of questions, sometimes even questions that were unforseen at the design stage. Studies such as NELS:88 have reflected a robust design for this reason. However, the tradeoffs between robustness and optimization must always be reconsidered, each time a new study is to be designed.

Sampling: dealing with the middle school to high school transition. The High School and Beyond sophomore cohort was ideally suited for study of school effects in that most 1980 sophomores were in the same schools two years later at the time of the first-follow-up. However, the basic design of NELS:88 was that of a longitudinal study of eighth grade students typically dispersing to new (high) schools.

It is possible in such a design to achieve both a student panel for measuring change over time, and, through sample freshening, a representative sample of tenth and twelfth grade students, comparable to the sophomore and senior cohorts of HS&B and NLS-72 seniors. While such a design supplies much information about the individual correlates of student learning, it provides far less basis for answering questions about the internal organization of secondary schools and the way that structural, management and climate characteristics of schools produce differential experiences among both students and teachers, influence student engagement, and shape the school as a workplace for teachers. For three basic reasons, the student-focused design of NELS:88 does not provide a strong basis for addressing high school effectiveness issues.

First, neither NELS:88 eighth graders two years later, nor the freshened NELS:88 sophomore cohort, necessarily constitutes a representative sample of their high school's sophomore class. Any given high school may have multiple feeder schools which may have very different student populations; NELS:88 students within the high school may represent only a single eighth grade feeder school. Since NELS:88 eighth graders cannot be presumed to be representative of the high schools they attend, student data, even where NELS:88 eighth grade cohort members are sufficiently numerous, cannot be used to estimate within-school relationships. While freshening adds students who entered the school from the wider universe of schools, the freshened students represent only the population of sophomores who were not in eighth grade two years before.

Second, the resulting student samples, even if they were representative, would be rather small for school effects research. The number of persons sampled per school increases the precision of school-specific estimates (e.g., mean achievement status and mean rate of cognitive growth in a school), with the benefit of adding students depending on the magnitude of variation among students within schools. The average participant cluster size in the NELS:88 base year was 23 students, but the average in the first follow-up was 14 and in the second follow-up 11. In HS&B, reasonable school effects analyses were conducted, but typically cluster sizes were around 30 students. Less than 2 percent (28) of the NELS:88 high school sample had cluster sizes of 30 or higher. Urban students had particularly high dispersion rates and attendant low NELS:88 cluster sizes.

A third limitation of the eighth grade cohort sample for high school effects research is that the 1990-1992 school sample was not selected by probability methods. The schools associated with the 1990 first follow-up student sample were selected as a direct consequence of the fact that one or more NELS:88 base year students were attending the school in 1990. The difficulty in creating weights for the 1990 tenth grade schools stemmed from the fact that the probability that a given NELS:88 student selected in 1988 will be attending a given school in 1990 cannot easily be determined. Stated differently, in 1990, schools were not selected with known probabilities from an initial complete sampling frame. Rather, 1990 schools were a set of schools that the initial 1988-selected sample happened to be attending in 1990.

The High School Effectiveness Study was designed to enhance the capacity of the NELS:88 data set to study within-school processes. Additional high school sophomores were added within a probability subsample of NELS:88 so that the supplement can provide robust, representative, within-school student samples, while supplying a school-level weight capable of underwriting generalizations to all schools in the United States in the thirty largest Metropolitan Statistical Areas. However, should an eighth-grade starting point be chosen for future high school studies, alternative strategies should be considered also, such as drawing high schools and, simultaneously, selecting an eighth grade school sample that feeds them. Four distinct approaches to generating a representative tenth grade school sample from an eighth grade sample are presented in Spencer, 1987; such approaches are worthy of further investigation. In addition (and regardless of whether the study starts in eighth grade, or high school), if school effects is to be a major focus, it may be sensible to go to somewhat fewer schools but select larger student samples. Though for national statistics, a larger design effect will result, the precision of in-school estimates would be enhanced, if, say, instead of selecting 24 students in 1,052 schools, 32 students were selected in 800 schools.

Sampling: Ineligibility and exclusion. Historically, certain groups of students have categorically, or on a case-by-case basis, been excluded from national data collection programs. In particular, students with physical or mental disabilities have had a high rate of exclusion (McGrew, Thurlow, & Spiegel, 1993), as well as students with limited English proficiency. There are various motives for excluding such students, ranging from added cost (for example, lack of resources to provide individual test or questionnaire administrations, multiple shorter testing sessions, translations into Braille or other languages, and so on), to concern about validity of assessment data they might provide (for example, can a test in English be a true test of the knowledge of a student whose English proficiency is severely limited?), to concern about the well-being of the child (for whom the task of completing a questionnaire or assessment may be inappropriate or unduly onerous). While circumstances may preclude some students from completing assessments, there may be ways to increase the number of students who can be assessed. In addition, there would seem to be no justification for excluding students from research programs such as NELS:88 simply because they cannot complete an achievement test—data can be collected on these students by other means, including teacher and parent reports and abstraction of school records. Ingels (1996) discusses thirteen suggestions for achieving greater inclusiveness of test and questionnaire data from special needs populations. No student should be declared ineligible for a future NELS-like study on the basis of disabilities or limited English proficiency.

Sampling and Weighting: Modeling and adjusting for nonresponse. In the NELS:88 base year, at the time of sample selection information was collected about sample members as to whether they were male or female, and whether they were Hispanic, Asian, or other. Additional information was collected using student and parent questionnaires, but for nonrespondents this information is missing.

It is desirable to collect more data at the time of sample selection, data that will support a more sophisticated model of nonresponse, and help provide an improved assessment and adjustment for the impact of nonresponse. Collecting additional data on all selected students from school records at the time of selection will provide richer information on nonrespondents. At minimum, further race data should be collected at the time of sampling (for example, categories such as black, white and American Indian should be used as well as Asian and Hispanic) and further records data such as attendance, test scores or grade point average or class rank, and whether limited in English language proficiency, would be of interest as well. Logistic regression can be used to model the likelihood that a given student will complete the survey; these response propensities can be used to develop adjustments that compensate for the effects of sample attrition.

Sampling and weighting: Sample updates and transfers-in prior to Survey Day. Missed transfer students are potentially a problem in the baseline of a school-based longitudinal survey. NELS:88 followed the same basic procedure for dealing with transfer students as did High School and Beyond (HS&B) in 1980. School rosters were submitted and an initial sample dawn in the autumn. To adjust the student sampling frame for student attrition and change, a sample update was conducted seven to ten days prior to the school's scheduled survey session. The NORC survey representative went over the sample list with the school coordinator to ensure that all sampled students were still enrolled and eligible, and that transfers into the school—that is, any student who had joined the eighth grade class between the time of original sampling and the update—were added to a supplementary roster from which additional students would be selected.

Given low mortality and dropout rates, one would expect rough parity in gains and losses through transfer, but while about four percent of the NELS:88 eighth grade sample transferred out prior to survey day, but replacement procedures added only around two percent. This experience is not peculiar to NELS:88. For example, for the NAEP Trial State Assessment in 1990, Spencer (1991, p.6) reports that 4.9 percent of students withdrew from the sample but supplemental sampling added only 2.9 percent. Unfortunately, while there can be no error about who has transferred out prior to survey day, there is often inaccuracy in records provided by schools about who has transferred in subsequent to a given date.

In future studies, missed transfer students should be accommodated in the weighting. Race/ethnicity, gender, and other basic information should be collected at the time of initial sampling and undercoverage of transfer-ins compensated for by modifying the weights of this group appropriately.

Weighting: on-line computation of analysis weights. In the NELS:88 base year, two final (that is, nonresponse-adjusted) weights were created, a student weight and a school weight. For the first follow-up, however, panel weights were required in addition to cross-sectional weights, and four new nonresponse-adjusted weights were generated. In the second follow-up, 9 new weights were produced, and in the third follow-up, an additional 11 weights. All told, 26 NELS:88 final weights have been produced, appropriate to a variety of situations. However, even with this number of weights, not all situations of potential analytic interest are covered (for example, there is no panel weight for analyzing change between 1988 to 1992 that is inclusive of the cases for which there is data is 1988 and 1992 but not 1990; there is no 1988 to 1992 parent weight; and there is no weight with a special nonresponse adjustment for questionnaire respondents with missing cognitive test data). There is a tension between the need to cater to the full range of analytic needs, and the desirability of keeping the weights as few and simple as possible, so that they can be used without error or confusion. One way to simplify the use of the weights for the user while providing maximum coverage of situations in which different weights might be required is to incorporate a system of "weighting on the fly" in the data analysis or electronic codebook systems. Developing an on-line system for computing panel weights is technically feasible for studies such as NELS:88 and would constitute a major service to data users. Short of this, building a weighting advisory function into the Electronic Codebook would be of utility to analysts.

6.2.2 Archival Data: School Records

High School Transcripts. The immense value of school transcripts as objective, reliable measures of crucial aspects of students' educational experiences is widely recognized. With respect to level of detail, accuracy, and completeness, transcript data are vastly superior to student self-reports of exposure to learning situations.[1] When coupled with data on students' family backgrounds and demographic characteristics, school environments, and standardized competence and outcome measures, they permit the specification of complex models of educational processes. Moreover, transcript components of longitudinal studies such as HS&B and NELS:88 permit the measurement of high school program and course effects on post-high school outcomes.

Transcripts also provide indicator data for measuring national education trends. Of particular interest are changes in course taking and trends associated with grading practices and program placement and participation. NELS:88 and other NCES studies supply archival data on these topics. These studies include the National Longitudinal Study of the High School Class of 1972 (NLS-72), the sophomore cohort component of High School and Beyond (HS&B), and records studies of the high school careers of 1987, 1990, and 1994 graduating seniors conducted as part of the National Assessment of Educational Progress. Some additional, and roughly comparable, secondary transcript studies have been carried out as well.[2] While the transcript data collection for NELS:88 was extremely successful and valuable, there are a number of ways that future high transcript studies could be improved. Four suggestions are offered below.

First, some recent moves toward curriculum integration bring into question many traditional subject classifications and coding schemes and suggest the need to give serious thought to the issue of the way in which future taxonomies may need to be modified.

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[1] See, for example, Fetters, Stowe and Owings (1984) for a comparison of self-report and transcript data, drawn from High School and Beyond.

[2] Educational Testing Service collected course completion data in the Study of Academic Prediction and Growth in 1969. Private school students were not included nor was this a national probability sample of public high school graduates; however, the study is thought to give reasonable public school estimates. The Bureau of Labor Statistics National Longitudinal Survey of Labor Force Experience—Youth Cohort (NLSY79), with sponsorship from the National Center for Research in Vocational Education, collected secondary school academic transcripts in three waves from 1980-83 for its sample of youths who were aged 14-21 in 1979. Transcript studies are planned as part of the new BLS NLSY97 cohort as well. For further information on these studies and on conducting trend analyses with transcript data, see Ingels and Taylor (1995).

Second, in a longitudinal study beginning prior to the senior year, a senior year transcript collection is not enough. It is important to go back at least one more time, say two years later, in order to collect a more complete record for cohort members who fell behind the modal grade progression sequence and did not graduate with the senior class. Certain groups with which there is great policy concern—children with disabilities, dropouts who return to school, poor academic performers—tend not to stay in grade sequence for the four years between eighth and twelfth grade. For example, Ingels (1996) shows that of the five percent of the NELS:88 base year sample initially excluded owing to limited English proficiency or mental or physical disabilities, 37.6 percent had dropped out by 1992, 62.4 percent were still in school, but of the 62.4 percent still in school, 42.4 percent of them had fallen behind grade sequence, that is, were not seniors in 1992. Based on 1987 NAEP data, Hayward and Thorne (1990) report that only 68 percent of disabled (compared to 87 percent of nondisabled) students graduate on time. When NELS:88 data are examined, it appears that of in-school eighth grade cohort members in 1992, the weighted proportion who were classified as seniors was 95 percent (about 1 percent graduated early, about 4 percent were behind). However, if one considers the full eighth grade cohort (including dropouts), the weighted proportion of 1988 eighth graders who were high school seniors four years later was only 80.2 percent. Fewer students are dropping out of school, but students are staying in school longer. Increases in special education and limited English proficient school populations, as well as the success of dropout prevention programs, suggest that this trend will become more, rather than less, pronounced in the next few years. Under these circumstances, longitudinal studies of high school students should not be designed such that they collect the complete high school records only of those students who graduate on time. This design flaw in the HS&B and NELS:88 approach should be corrected by instituting a supplemental transcript data collection at the time of the two-years-after-high-school follow-up.

Third, transcripts for dropouts should be collected as soon as their out-of-school status is determined. The procedure in NELS:88—waiting up to three and a half years (spring 1989 to fall 1992) to collect dropout transcripts—led to some loss of data for this group. It would also be sensible to make an earlier start on collecting transcripts of transfer students.

Fourth, it is important that measures be taken to facilitate using teacher data in conjunction with transcript data on studies such as NELS:88 by matching and clearly identifying the transcript file courses to which the teacher data refer. Unquestionably valuable though transcript data is, its value is greatly magnified by the capacity to provide linkage to teacher reports of what content was taught and how it was taught. As McDonnell (1995) observes, "because of significant variation in the breadth and depth of topic coverage, knowing" (for example) "that most ninth graders take algebra does not provide adequate information about their actual opportunity to learn algebra content." In short, it is highly desirable to include on the teacher file the course codes used in the transcript file. For every student for whom there is both a teacher report and a transcript, there should be a record of the transcript course to which the teacher data refer. Although the NELS:88 teacher questionnaire asked the teacher to write in the name of each class for which class-level data were collected, this information was not coded, owing to resource limitations. Information available on the teacher file (such as subject matter and level, track and achievement level) underwrites unequivocal identification of the transcript course to which the teacher refers just over 80 percent of the time in subjects such as math and science (see Hoffer & Moore 1996, appendix C). The goal should be a 100 percent match.

6.2.3 Classification Variables and Composites.

Classification Variables.

Race/ethnicity. Generally respondents were able to successfully use the race/ethnicity categories in NELS:88. A few students of mixed race refused to use a race category, since doing so would have entailed choosing to identify with a single element of their dual heritage. Students may have slightly overreported Pacific Islander and American Indian identities in the base year. There were rare cases of difficulty in interpreting the Asian category because of the inclusion of the Indian subcontinent but exclusion of adjacent areas with cultural and linguistic affinity (e.g., Afghanistan, Iran). Martin, DeMaio and Campanelli (1990), reflecting on racial classifications used in the U.S. Census Bureau between 1850 and 1990, note that although we tend to think of race as a stable, enduring characteristic, " no single set of racial categories has been used in more than two censuses, and most were used only once." Indeed, a number of changes in racial classification categories have been proposed for the 2000 Census, and the Census Bureau is currently conducting cognitive research on this issue. Also, the Office of Management and Budget has put its existing race/ethnicity guidelines under review. One difference between the categories used in HS&B and NELS:88 was that, following a change in Census practice, NELS:88 added the "other" category to black and white categories for Hispanics. Some 32 percent of Hispanics in the base year chose the "other" option. For future studies it will be important both to reflect changed classifications in the Census categories and those used in federal surveys to which results will be compared, but whenever possible, to do so in ways that permits continued intercohort comparisons, so that trend analyses with earlier NCES studies may be carried out.

Students with Disabilities. High School and Beyond collected student self-reports of their disabilities. The information was somewhat inconsistent over time but pointed systematically to the special needs of self-identified handicapped students (Owings and Stocking, 1985). In NELS:88, parents and teachers were asked in the base year about a limited number of disability conditions, and in the 1992 transcript study, information was collected as to whether a student received special education services. (The forthcoming NELS:88 volume by Rossi, Herting & Wolman should provide interesting comparisons of these sources.) While there is value in posing such questions to teachers, there is an overriding need to go beyond such sources to identify all sample members with an Individualized Education Plan (IEP) for special education services. Each IEP will indicate a disability classification for the student—one of thirteen standard Federal disability categories. These disability categories should be collected consistently across all national data collection programs concerned with students receiving special education services. Since this status can change, IEP disability classification should be collected in each round of a longitudinal study. For students receiving special education services, it would be extremely valuable to pose supplemental questions to their special education teachers. In particular, it would be valuable to know the areas in which the student has IEP goals, how many hours per week of special education and related services the student receives, the special education and related services provided (classroom aide, speech therapy, occupational therapy, etc.), whether primary placement is in a general education classroom and proportion of time spent in general education classrooms, teacher practices used with the student, proportion of the student's IEP goals that have been accomplished during the year, assistive technologies used by the child, and so on.

Limited English Proficiency (LEP) and Language Minority (LM). In terms of classification, studies such as NELS:88 have determined language minority status by asking parents about language spoken in the home (also by asking teachers, though this is a much weaker source, as Bradby's analysis [1992] of NELS:88 base year data shows). In terms of English language proficiency, NELS:88 sought to learn whether a student received special services (such as English as a second language, or bilingual education), and in addition to questions directed to the parent and the teacher, asked the student how well she or he could write, speak, read, or understand spoken English. It is important to gather all of these perspectives. However, there are two weaknesses to the approach taken in NELS:88. One weakness is that substantial numbers of LEPs were excluded from the study, on the basis of their inability to complete the instrumentation. Consequently, the study's ability to generalize about this group is severely limited. Another limitation is that definitions of LEP are highly variable from school to school, and in some places depend on parent report, in others on test scores (on various tests, and with various cutoff points for defining proficiency). What is lacking is a single objective measure of English language proficiency across the sample. Perhaps the best way to approach this problem in a future study would be to give all identified LEP students an English language proficiency screener. This would provide a more objective classification scheme and basis for comparison across schools. In addition, by re-administering the screener in future rounds, two further goals would be achieved. First, achievement growth in English proficiency over time could be measured. Second, a cutoff score could be identified that, when achieved, would provide a basis for saying that the student could validly be assessed using the English language cognitive test battery, or complete the English language student questionnaire.

Composite Variables.

Self Concept. Earlier NCES longitudinal studies—NLS-72, HS&B—employed scales on two personality attributes, self esteem (a modification of Rosenberg's scale) and locus of control (a short form of Rotter's scale). An attempt was made in NELS:88 to improve these scales, while maintaining comparability to NLS-72 and HS&B, by adding items to achieve higher reliabilities, and effecting some rewording to eliminate response set bias. The dimensionality of the base year self-esteem and locus of control scales is discussed in Kaufman and Rasinski, 1991. This analysis suggests the possibility of some differences in meaning for respondents in different racial subgroups, a subject that is deserving of further investigation. An analysis of the factor structure, reliability and predictive validity of the base year self-esteem and locus of control scales was also undertaken by Freidlin and Salvucci (1995). They suggest that the use of reverse scoring items to avoid response set should be revisited. Also, in the 1990 round, items were added from Marsh's self-concept scales for academic self-concept (math, English), parent relations, and same and opposite sex peer relations (see Marsh, 1994). The potential utility of including academic self-concept measures in future large-scale studies should be considered. (Marsh, with A.S. Yeung, 1996, also uses NELS:88 data, from the base year, to examine problems related to combining responses to single-item self-rating scales, and demonstrates the distinctiveness of affects in specific school subjects.)

Education. Educational attainment of the mother and father is a critical measure of the home environment, and a key element in the socioeconomic status variable. As Smith (1995) notes "education is probably the most frequently used variable in sociology". Smith adds that education is a central variable in most social science theories, and that it exerts an effect on a wide range of dependent variables—yet, Smith concludes, "education is not a well-defined and well-measured concept". NELS:88 has obtained information on highest level of parental education but has not inquired into further detail such as, for postsecondary degrees, institutional quality or field of study. Such further refinement may go beyond what is strictly necessary. However, it should be noted that only one parent responds to the NELS:88 parent questionnaire—the self-selected parent most familiar with the child's educational situation. This means that for any two-parent family, one parent's educational attainment has been reported through a proxy. Smith (1985) reports, based on General Social Survey data, that spousal education reports are reasonably accurate. Still, it would be useful to perform more methodological work on spousal reports, both for sociodemographic variables, where there is a single objectively right answer, and for attitudinal variables, where mothers and fathers may differ in their views. A small parent substudy in a field test or main data collection in which interviews are conducted with both parents would be a highly desirable methodological undertaking for this reason.

Indeed, there may be substantive as well as methodological reasons for moving beyond the one-reporter approach to the American family, reasons grounded in the fact that family structure and parental roles have changed since the NCES longitudinal studies series started in NLS-72. If the basic approach of the HS&B and NELS:88 parent surveys -- in which only one person, normally (though not necessarily) the mother, provides child reports from the perspective of the family -- has limitations for traditional two-parent families, then the issue of fully capturing key parental and family influences on students becomes even more complex in the light of these recent changes in the American family. With greater female labor force participation, both mothers and fathers have been forced to redefine their familial roles. Family formation and structure have also undergone significant alteration. Both divorce and out-of-wedlock births have increased. In 1960 over 90 percent of children lived with both of their parents while they were growing up, yet currently half of children born to married parents are expected to live with a single parent before reaching adulthood (Bumpass and Sweet, 1989). More and more children live away from their biological fathers (who, however, in some cases continue to have contact with the child and provide financial support, and in other cases do not), but sometimes live in the presence of a stepfather or a cohabiting boyfriend of the mother. Some children live away from both biological parents, with primary care vested in grandparents. To properly capture the complexity and change in the contemporary American family, and especially the role of residential and nonresidential, biological and social, fathers, is an important but difficult task, that might be achieved through a substudy that enlarges the focus of the NELS parent surveys by including a residential and nonresidential father component

Urbanicity. NELS:88 offers both a simple three-part classification into the metropolitan statuses urban, suburban, rural—and the capacity to invoke 1990 Census urbanicity data for the school's zipcode area. Urbanicity classifications have changed over time (for example, when HS&B is compared to NELS:88), not just in respect of changing population densities as measured by the decennial census, but also at times in terms of reference or definition (for example, urbanicity has sometimes meant the metropolitan status of the district in which the school is located, which is a grosser measure than urbanicity for the school building location). Better documentation of definitional differences is needed to ensure that cross-study and cross-cohort comparisons are undertaken properly.

Socioeconomic Status. Researchers are not constrained to use the composite provided in NELS:88, since all constituent elements are available to them to use singly or in whatever combination they may choose. The socioeconomic status (SES) composite in NELS:88 largely, but not completely, follows the model of NLS-72 and HS&B. Even in cases where the same data elements are present, however, parent data typically were used in NELS:88, and student data in the earlier studies. In all three studies, the following data were used: father's education level, mother's education level, father's occupation, family income (unadjusted for the size of the household), and household items. However, in NELS:88, the household items from the student questionnaire were used only to substitute for missing parent survey income data; student-reported parental education and occupation also were substituted when these data were missing from the NELS:88 parent survey. In NELS:88, unlike NLS-72 and HS&B, mother's occupation was used in the SES composite as well. In NLS-72 and HS&B, family income data were elicited from students; in NELS:88, family income data were obtained from the parent. The SES composite in NELS:88 is compared with the NLS-72 and HS&B SES composite in the diagram below:

SES Composite: NELS:88 Compared to NLS-72, HS&B		
NLS-72, HS&B (student-reported)	**NELS:88** (parent-reported)	**NELS :88 student** survey substitutions
Father's occupation	Father's occupation	Father's occupation
---	Mother's occupation	Mother's occupation
Father's education	Father's education	Father's education
Mother's education	Mother's education	Mother's education
Family income	Family income	Household items
Household items	---	

As a check on the comparability of SES in HS&B/NELS:88 intercohort comparisons, analysts may wish to review their results when solely student-derived measures, such as student reports on parental education, are substituted for the SES composite. (However, comparisons of HS&B and NELS:88 need to take into account several factors -- first, older cohorts are better reporters on parental education and occupation than younger cohorts; and second, there were probably more poor reporters in the NELS:88 base year data set because the study had a substantially higher baseline participation rate and because students who would drop out by sophomore or senior year were still in the sample). Kaufman and Rasinski (*Quality of the Responses of Eighth-Grade Students in NELS:88*, 1991, pp.14-15) report that the correlations between the student and the parent responses to father's education level was 0.82 for eighth graders in NELS:88 as contrasted to 0.87 for tenth graders and 0.89 for twelfth graders in HS&B. (Note also that in both HS&B and NELS:88, information on the father's education and occupation usually was reported by the mother, not by the father himself.) The correlation between student reports of the mother's education and parent reports (usually that of the mother herself) was 0.76 in NELS:88, 0.81 for the HS&B sophomore cohort, and 0.85 for high school seniors.

In the NELS:88 second follow-up, there is a second version of the SES composite. Because occupational prestige may change over time, the second version incorporates the 1989 revision of Duncan's Socioeconomic Index (SEI), whereas the other version utilizes the original (1961) SEI used in NLS-72, HS&B, and earlier rounds of NELS:88.

In analyzing the reliability, predictive validity, and efficiency of the base year SES composite, Freidlin and Salvucci (1995) concluded that a better SES composite could be constructed without the use of occupation, utilizing only father's and mother's education and family income. However, it should also be considered whether more refined coding of occupation, rather than the broad and sometimes misleading general categories (professional, operative, clerical and so on) used in NELS:88 might substantially improve the contribution of the occupational element. A further issue is whether SES should be measured only once. Apart from reliability issues when, e.g., educational attainment questions are re-asked (see Smith, 1995) a larger issue for a longitudinal study is how stable SES is over time, since an individual's educational attainment, occupation, and income are all subject to change. Certainly some of the household items need to be updated (e.g., "typewriter").

Other Variables.

McNeal (1996) points to a number of limitations in the questionnaire items, consistently used in HS&B and NELS:88, for tapping information about students' employment experience. As noted above, parental occupation could be captured with three-digit Census industry and occupation codes; occupation is a central variable, validating the survey against Census parameters, whereas the current gross categories (clerical, craftsperson, farmer, laborer, manager/administrator, operative, professional, proprietor or owner, protective service, sales, service, technical) submerge much of the meaningful variation in work that detailed occupational coding would reveal.

6.2.4 Assessment Data: the Cognitive Test Battery and Other Outcome Measures

Missing Test Data. The nonresponse analysis presented earlier in this report suggests that test nonresponse is an important issue for NELS:88. Strategies that could be used to address missing test data within the NELS:88 data set include creation of a nonresponse adjusted weight to accommodate the fact that not all respondents who completed a questionnaire also provided test data, and the possible imputation of missing test data. Given the information provided by the study about achievement gains and their relationship to various background and curricular factors, and the general availability of such information on NELS:88 test nonresponders, the possibility of imputing missing test scores should be given serious consideration. It would be especially valuable for longitudinal analysis to be able to impute a missing round of test data when other test data points are available. In terms of future studies, a premium should be placed on achieving the highest possible rate of test completion. Since NAEP provides test data for high school seniors, and response rates drop off in the senior year, it might be sensible to consider gathering test data in the junior year instead. However, the disadvantages of such a strategy would be loss of comparability to NLS-72, HS&B and NELS:88; lack of a cumulative measure of achievement at the end of high school; and lack of ability to cross-walk to NAEP.

NELS:88 had high test nonresponse from dropouts. While dropouts as a group are generally less eager test takers than students, higher response rates could have been obtained, if considerably greater resources had been invested in testing this group. To what degree is it worthwhile to disproportionately invest scarce resources in maximizing the test response rate for dropouts? One important use of dropout test scores is to compare the achievement gains of dropouts with those of otherwise similar youths who remained in school. This in effect gives a measure of school effectiveness—the value added by going to school for such a student. Just as it is important, with young children, to assess them both in autumn and spring, so that summer learning effects can be factored out and school effects measured, so too for older students, it is useful to gain a measure of school effects by comparing the cognitive growth of students of similar-characteristics who are in and are out of school. Given the expense—usually one-on-one personal interviews—involved in surveying and testing dropouts, it may be appropriate to try to piggyback other, special surveys onto such efforts. For example, one gap that has been identified in the federal statistical system is that most data collected on teenagers comes from school surveys, and dropouts are missed. Extending longitudinal data on dropouts from surveys such as NELS:88 to include other features of social development and risk and health-related behaviors might be a fruitful area for interagency collaboration.

Holistic perspectives on assessment. NELS:88 stressed achievement testing in four subject areas: social studies, mathematics, science and reading. Some information about student behavioral dispositions, such as motivation and ability to relate to others, was collected from teachers. All in all, however, rather limited information was collected concerning the socioemotional development of the student, and the student's approaches to learning. A priority for the future should include developing better measures of student engagement, effort and efficacy. The approach to be taken in the new NCES Early Childhood Longitudinal Study—to assess health and physical, and socioemotional, status and growth, as well as cognitive development—could usefully be applied to the high school years.

Periodicity of Assessment: Relating Test Results to Instruction. NELS:88 advanced beyond the HS&B methodology by collecting extensive information from teachers about what is taught and how it is taught. However, the NELS:88 biennial assessment design places sharp limits on efforts to estimate the effects of classroom differences on student outcomes (see Hoffer, 1992, p.222). The NELS:88 data do not allow a direct link of instructional variables to achievement growth, since the instructional variables refer to particular one-year or even one-semester classes, while achievement was only measured every two years. Given this incomplete account of the instruction students received over the learning period, causal inferences about the effects of instruction on learning can only weakly be made. This disjuncture between the teacher data and the testing cycle could be corrected in one of three ways. Annual tests along with annual teacher data would be best; next best would be annual tests sandwiched around occasional teacher data; third best would be annual teacher data sandwiched around the two-year-cycled tests. The costs of such a program might be reduced by collecting annual teacher and test data only for a subsample of three or four thousand students.

6.2.5 Contextual Data

Classroom Effects: Classrooms as Contextual Data Source Versus Classrooms as Unit of Sampling and Analysis. NELS:88 focuses on classrooms as a context attached to students. Elsewhere in this chapter we argue that classrooms as a context could be better understood in a NELS-type design if testing was annual, at least for a subsample of students. However, many researchers would like to see a focus on classrooms as an independent analytic unit, given the importance of classrooms as sources of student-to-student differences in opportunities to learn. Information about classrooms is important to understanding how multilevel organizations function. Classroom data can facilitate explorations of within- and between-classroom variation in levels of achievement, the processes by which teachers group children within a classroom and the impact of such groupings, and other features of the internal structure of classrooms.

Nevertheless, there are both methodological and practical reasons why one might be reluctant to sample whole classrooms. First, it would be very costly to survey all classrooms within a school. While one might sharply curtail the size of the school sample in order to be able to afford to survey intact classrooms across the board, this is not an attractive alternative, and would especially reduce the study's ability to investigate private and other rare school types. Yet the economical alternative —say a one-class-per-school design—confounds school-level and classroom-level effects.

Moreover, any advantage of initial clustering by classroom would be lost in later waves of data collection, as the sample children scatter across different classrooms in later grades. In high school, with classes reflecting a departmental organization and different choice of course sequences, the multifarious and transitory nature of classrooms introduces a special difficulty in treating the classroom as a sampling unit. Even at the elementary school level, dispersion is a major problem for a longitudinal study, and tends quickly to reduce the value of the classroom as an independent analytical unit. For example, Kerbow (1996) reports that only 15 percent of Chicago elementary schools have stable classrooms where at least 85 percent of the students are the same from year to year, and only 4 percent of the schools have three-fourths or more of their students consistently remaining in their classrooms during a three-year period. Nevertheless, there is a strong argument for combining approaches so that, in a nested substudy, some classroom observational data can be obtained. These observational data can be used to help validate, as well as extend, teacher reports of their time use, instructional practices, and classroom dynamics. While either direct observation or videotaping are possible, videotaping is preferable because of the inter-rater reliability problems associated with classroom observation-based coding. A taped session may be rated multiple times by multiple raters or with multiple objectives in view.

Other sorts of complementary substudies may also be built into a NELS-like panel design. Clearly one major focus of surveys like HS&B and NELS:88 is to capture representative data for students and their schools in general. But another possible focus is to conduct nested substudies, perhaps using qualitative methods when appropriate, within the larger sample in which consequential sources of variation in school organization and practice that affect student outcomes are identified and captured. For example, one may identify schools that embody a particular exemplary practice or innovation. These schools might be studied intensively by observational methods, possibly in conjunction with matched schools that lack this organizational characteristic. More needs to be done to exploit the examples of interesting variation in school practice that will appear within a large, representative national school sample. While some kinds of variation can be drawn out of the realized sample, other sorts need to be addressed earlier, at the time of sample selection—in the manner, for example, that NELS:88 provided for oversampling of private schools, with special strata for Catholic, National Association of Independent Schools, and other private schools, or that HS&B created a special oversampling stratum in the school universe for representing alternative schools.

Classroom data: opportunity to learn. A major area of inquiry is use of teacher reports to measure instruction, curriculum content, and resources, and, in particular, to relate coverage or "opportunity to learn" (OTL) to test results (see Porter, 1991, 1993; Mullins, 1995; Leighton, Mullins, Turnbull, Weiner and Williams, 1995). Some weaknesses have been identified in some of the curriculum measures used in NELS:88 (Burstein et al., 1995). To remedy such shortcomings of the teacher reports on content coverage in their classes, an adaptation of Porter's new scheme for secondary-grade-level OTL (Porter, 1996) would bring substantial improvement. More generally, the point made by Burstein et al. about the need, in collecting teacher data, to build validation studies into large-scale surveys, is important to note.

Contextual Data: School and Home Address Mappings to Census Data; School Mappings to District and State Data. It is important to capture the full range of characteristics of geography and setting, of where children live and go to school, that may be hypothesized to affect the different aspects of children's development and school achievement either directly or through their families. While some information about school, community and neighborhood context can be obtained from school administrator and parent questionnaires, other characteristics of the school and geographic context can best be obtained from external sources, and can be made part of the data base without burden to any respondent population. Much of the information obtainable from these external sources may be unknown or not accurately known by parents and school principals, or so detailed and extensive as to be too burdensome to collect from individual respondents. To the extent that there is overlap in external source information with data from the parent and school administrator questionnaires, dual sources provide an indicator of validity, when the two sources converge or when one of the two can be given veridical status.

Geographical Context: Labor Markets. It is important to make county identifiers for schools sampled in the study available on restricted use files. Economic characteristics of labor market areas are important to understanding phenomena such as dropping out of school, as well as post-high school status and opportunities. Although labor markets are normally clusters of counties, usually the specific county in which a school is located will be a sufficient basis for analysis.

Geographical context: locale of school, neighborhood of student. Neighborhoods, because they are relatively homogeneous, tend to form the most important unit of geographic context, although data are available for larger units (such as states, counties and MSAs) as well. It is difficult to devise sound operational definitions of neighborhoods; however, census-defined units are acceptable proxies (they provide conservative estimates of neighborhood effects, downwardly biasing context effects estimates [Crane 1991; cf. Entwisle 1991, Tienda 1991]). Neighborhood effects on the development of adolescents and children have been estimated using data sets such as the Infant Health and Development Program and the Panel Study of Income Dynamics (Brooks-Gunn, Duncan, Klebanov & Sealand, 1993). Also, based on the Beginning School Study (BSS) in Baltimore, Entwisle, Alexander and Olson (1994) have tentatively identified neighborhood effects working in tandem with school tracking effects to produce a gender gap in mathematics achievement. They hypothesize that neighborhood effects may be stronger for elementary school students than for secondary school students, both because elementary school populations tend to be more homogeneous in terms of family backgrounds, and because neighborhood boundaries typically match elementary school catchment areas.

Mappings to Census zipcode or tract (as well as to state or county via FIPS code, or MSA) can be effected at the school level, and at the student home address level, although for confidentiality reasons these linkages can be made available only on privileged use files available through licensure agreements.

In NELS:88, school and residential address linkages to Census data at the zipcode level were achieved in piecemeal fashion over time, as various research needs asserted themselves. In a future study, systematic mapping of residential and school locales to (year 2000) decennial Census data should be planned from the outset. Moreover, it should be considered whether the extra cost of obtaining tract rather than zipcode data would be justified in the light of the more specifically targeted information this would provide. The ideal method for linking Census information to a school service area or local community would be to geographically define the boundaries of each school service area and code the Census tracts in each area. The Census data for the tracts in each service area would then be aggregated and attached to the school's privileged use ID.

School context: characteristics of schools and school districts. It is desirable to gather school contextual data also at multiple levels, including data about the districts of which individual public schools are part, and where certain policy and resource decisions may be made. At the school level, the Common Core of Data (for public schools) and various commercial school lists provide such information as number of teachers per school, school enrollment, school racial/ethnic distribution, grade span, microcomputer use, and so on. In NELS:88, schools can also be linked to their districts and information provided on school district financial and administrative (as well as population) characteristics through the NCES School District Analysis Book (SDAB). If similar mappings are done with year 2000 Census data, these linkages should be provided for privileged use files of new school surveys as well.

6.2.6 Questionnaire Data: Item Nonresponse

Item nonresponse in the NELS:88 second follow-up could have been considerably reduced by following the base year model in which fewer questions were asked, complex skip patterns were avoided, and routing questions were heavily edited by interviewers on-site prior to the end of the survey session. However, given severe time constraints in the length of the survey session, the tradeoff is in number of questions that can be asked. It is always difficult to choose between asking less and having better item response rates, and asking far more, and risking somewhat higher levels of item nonresponse. Computer-assisted questionnaire administration would also be a means of ensuring that skip patterns are followed, though this is a far more expensive technology than the group administration of an optically scanned document used in the in-school rounds of NELS:88. Nevertheless, it may be desirable to take special measures to help poor readers, and to plan from the start for interviewer administration. For students with very low reading ability (say the bottom decile) a personal interview should be conducted in order to (a) enhance student comprehension, because listening comprehension is likely to be better for these students than reading comprehension; (b) shift the burden of navigating the skip patterns from the respondent; and (c) to, through the personal relationship with the interviewer, increase student motivation to respond. Although factors in addition to reading level may be at work here, it is illuminating to consider the pattern of weighted item nonresponse in the NELS:88 second follow-up from the perspective of reading level.

Mean item nonresponse for students in the lowest reading quartile was 14.7 percent, for students in the middle two quartiles 7.9 percent, and for students in the highest reading test quartile, 5.9 percent. Nonresponse overall was highest for filtered questions and for questions in the last third of the lengthy student questionnaire. For filtered questions, the percent nonresponse on the 1992 questionnaire was 9.45 percent for students in the highest reading quartile, 11.5 percent for students in the middle two quartiles, and 20 percent for students in the lowest reading quartile. For students in the highest reading quartile, nonresponse in the last third of the questionnaire was 11.9 percent, for the middle two quartiles 15.5 percent, for the lowest quartile 25.4 percent. Efforts should be made in the future to ensure that poor readers achieve higher rates of item response.

McLaughlin and Cohen (*NELS:88 Survey Item Evaluation Report*, NCES, forthcoming) provide a measure of item difficulty and investigate whether reading ability contributes to cross-wave convergence of reports in the NELS:88 data set.

6.2.7 Possible Utility of a Guidance Counselor Questionnaire.

Another suggestion that might be considered is that of including a guidance counselor questionnaire in a new longitudinal high school study. This is a comparatively low cost option because school counselors are few in number and the questionnaire can be completed in a self-administered format. Nonetheless, much valuable information could be obtained, especially in a longitudinal study that is able to study process and trace eventual outcomes, and which is deeply concerned with issues of school to work transition and the transition from high school to postsecondary education. Counseling is assigned a critical function in providing educational assistance to students in development of college and postsecondary educational plans, in making decisions about entry into the work force, in selecting high school courses (including those course that are most highly related to the workforce or postsecondary plans of the student), and in improving their study skills. Barton (1996) laments the lack of attention, despite its enormous importance, to counseling in the school reform literature. Lack of data may be cause or consequence of that neglect; Barton states that "little is known about how much time is available for counseling in high school and how that time is spent".

Neither High School and Beyond nor NELS:88 included a guidance counselor questionnaire as part of the high school study. However, the head of guidance was in fact surveyed through a 24-page guidance questionnaire in the Administrator and Teacher Survey (the 1984 add-on to the HS&B second follow-up in which principals, teachers and guidance personnel were included in a probability subsample of the HS&B schools two years after most members of the sophomore cohort had graduated). Information about the counseling process obtained in NELS:88 from students is intriguing but unfortunately the counselor's perspective was not tapped. NELS eighth grade findings on the influence of counselors are summarized in the NCES publication *Profile of the American Eighth Grader* (Hafner, Ingels, Schneider & Stevenson; NCES 90-458). Tenth grade findings are summarized in *A Profile of the American High School Sophomore in 1990* (Ingels, Schneider, Scott & Plank; NCES 95-086), which suggests that NELS:88 data raise the question "whether those least prepared to go to college are being effectively counseled" (p.104). Barton (1996) expands on this question, using the 1992 data for seniors and concludes that the NELS:88 Second Follow-Up data demonstráte that 1992 seniors received little help finding jobs but much help going to college. There are also serious equity issues associated with access to and the direction of advice provided in counseling services to members of different racial/ethnic groups and socioeconomic status groups. Serious consideration should be given to a sophomore and senior (or at least a senior year) counselor questionnaire for any new NCES longitudinal high school cohort.

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APPENDICES

Appendix A

Base Year through Second Follow-Up Cognitive Test Item Files

Base Year through Second Follow-Up Cognitive Test Item Files

The three test item files on the 1996 restricted-use CD, under the subdirectory \QED_TEST\TEST, correspond to the three waves of the survey, base year (1988) and first and second follow-up (1990 and 1992). (These files are also available on magnetic media from NCES.) The base year file includes records only for base year sample members who completed a base year student questionnaire; the first and second follow-up files include records for all sample members eligible to complete the cognitive test in that survey wave, including questionnaire nonrespondents. In each of the three waves, subsets of test items were selected from an overall pool for each subject area to make up the test forms administered to survey participants in that year. The overlap among the test forms allowed the development of a common score scale that could measure change over time even though participants answered different assortments of test questions at each administration. The number of test questions on each test form, and the number in the total pool (all questions used in any of the forms) are:

	Each Form	Total Pool
Reading	21	54
Math	40	81
Science	25	38
History/Cit/Geog	30	47

Test questions that were used in more than one form or year would not necessarily have been in the same sequence in each test booklet in which they appeared. In order to be able to make comparisons of the same question used in different forms, the test item files "line up" the items so each position represents the same test question, regardless of the order in which it appeared in any test form. The Item Response fields are formatted with one position for each unique test item in the total item pool for all four subject areas.

Item response codes are the raw (unscored) choices selected by the test takers. The "# Valid Choices" column in the item map indicates how many multiple choice response options were presented for each test item. Alphabetic responses (some of the math items had A-B-C-D choices) are converted to the numeric equivalent. Each record in the file contains item responses for only a subset of the items in the total pool. For items without a valid 1-5 response code, the following codes are used to identify the reason for the non-response:

blank	The sample member did not complete any part of the cognitive test
98	The test taker had no valid data for this entire subtest.
99	The item did not appear on the test form taken by the student.
08	The item was on the test form, but the test taker skipped it and went on to answer at least one later item (internal omit).
07	The item was on the test form but the student did not reach it; neither this item nor any later item was answered (trailing omit).

Because the order of the item pool in this file does not represent the order in which items were presented on any given test form, codes 07 and 08 are necessary if the user wishes to distinguish between internal and trailing omits. The distinction cannot be made solely on the basis of the item order in the pool without reference to a map of item order in the forms as they were administered.

Not all of the students with a test record had scorable data for all four subject areas. Because of time constraints or lack of motivation, some of the subtests did not have sufficient numbers of items answered to provide a usable measure of the test taker's ability. Tests were not scored if fewer than 5 items were answered, or if a pattern-marking identification algorithm found evidence of the lack of an honest attempt to answer the questions (for example, responses of 1111111... for all questions in the test). The four "test present" indicators on the file mark the presence or absence of each subtest. For subtests that are missing or unscorable, each item in the subtest is coded as "98".

In the base year, all participants received the same test form. On the basis of their performance at this time, students were assigned reading and math tests of different average difficulty in the first follow-up in order to increase accuracy of measurement. Similarly, second follow-up reading and math tests were assigned on the basis of performance at first follow-up. There were two levels of the reading test and three levels of the math test in each of the latter two years, resulting in 6 test booklets:

Test Booklet I:	Low Level Reading, Low Level Math
Test Booklet II:	High Level Reading, Low Level Math
Test Booklet III:	Low Level Reading, Mid Level Math
Test Booklet IV:	High Level Reading, Mid Level Math
Test Booklet V:	Low Level Reading, High Level Math
Test Booklet VI:	High Level Reading, High Level Math

Freshened students and prior-round nonrespondents received test booklet III.

Note that the test booklets for the first follow-up were not the same as the second follow-up booklets with the same numbers. For example, 1990 High Level Math was not the same test as 1992 High Level Math. The test item file has codes for the levels of the reading test (1=low; 2=high) and the math test (1=low; 2=mid; 3=high) represented in each record. These codes are for the test level within the year of the data.

Users who have access to the original test booklets may wish to identify the actual test questions that correspond to the positions in the item pool. Other analyses may simply require knowing the order in which the test items were administered in each form. The item map that follows shows the actual location in the original booklets of each of the re-ordered items in the file. The correct answer key is also included.

Test items are in the same position in the response vector for all three waves. This is not the same order in which they appeared in the various forms of the test that were administered. Use the map provided to identify item order on any test form.

Test Item Map

Reading

	Answer	# Valid	Item Number in Booklet					IRT Parameters		
	Key	Choices	88	90L	90H	92L	92H	A	B	C
1	3(C)	5	1	1		1		1.18120	-2.51737	0.00000
2	2(B)	5	2	2		2		0.92613	-1.95897	0.00000
3	4(D)	5	3	3		3		0.96886	-1.72667	0.00000
4	5(E)	5	4	4		4		0.80503	-0.82988	0.00000
5	3(C)	5	5	5		5		1.12384	-0.36093	0.19648
6	1(A)	5			1			0.84073	0.72554	0.31302
7	1(A)	5			2			0.85544	0.91442	0.26454
8	5(E)	5			3			0.86801	0.78061	0.19714
9	5(E)	5			4			1.01054	0.06088	0.06813
10	3(C)	5			5			0.82278	0.75733	0.21344
11	5(E)	5			6			1.10353	-0.76371	0.00000
12	2(B)	5			7			0.78865	0.24552	0.03371
13	5(E)	5			8			0.98421	-0.42050	0.00000
14	1(A)	5				13		1.76071	0.88232	0.16581
15	4(D)	5	6	6	9	14		0.89603	-0.81761	0.11054
16	4(D)	5	7	7	10	15		0.84671	0.06466	0.08756
17	3(C)	5	8	8	11	16		0.89737	-0.43866	0.07115
18	3(C)	4	9	9				0.74775	-0.46042	0.26892
19	4(D)	4	10	10	12	6	5	0.32190	0.21636	0.00000
20	1(A)	4	11		13			0.69730	-0.73147	0.06883
21	1(A)	4		11				0.72059	-1.44086	0.00000
22	4(D)	4	12	12	14	7	6	1.16762	-1.03718	0.14815
23	3(C)	4	13	13	15	8	7	1.29257	0.07275	0.32389
24	4(D)	4	14	14	16	9	8	1.32902	-0.17197	0.19616
25	4(D)	4					4	0.59540	1.53796	0.17597
26	3(C)	4					3	0.51022	-0.45631	0.00000
27	2(B)	4					1	0.59259	-1.69826	0.00000
28	2(B)	4					2	0.93951	-0.66506	0.04337
29	4(D)	5			17			0.68568	0.98921	0.19949
30	3(C)	5			18			0.55649	0.30714	0.20377
31	2(B)	5			19			0.88084	-0.62245	0.00000
32	1(A)	5			20			0.52940	0.97253	0.06243
33	4(D)	5			21			0.45735	1.95894	0.13639
34	4(D)	5					13	0.57560	0.21277	0.00000
35	4(D)	5					14	1.11779	1.96346	0.18166
36	5(E)	5					15	0.96984	1.18825	0.15996
37	2(B)	5					16	1.19692	1.59917	0.20184
38	4(D)	4	15	15		10		0.99102	-0.28401	0.08331
39	1(A)	4	16	16		11		1.25847	-1.23530	0.24453
40	1(A)	4	17	17				1.62555	-0.09671	0.26114
41	2(B)	4	18	18		12		0.63049	-0.31581	0.16434
42	3(C)	4	19	19				1.07807	-0.66149	0.20750
43	2(B)	4	20	20				1.04897	-0.81284	0.32658
44	3(C)	4	21	21				1.23138	-0.35399	0.31870
45	2(B)	4				17	17	1.14014	-0.07623	0.45227
46	3(C)	4				18	18	1.25230	1.06442	0.35039
47	2(B)	4				19		1.14844	-0.68559	0.31178
48	1(A)	4				20	20	0.59287	1.07591	0.17999
49	3(C)	4				21	21	0.83143	0.97458	0.22774
50	3(C)	4					9	0.81723	0.06436	0.21675
51	4(D)	4					10	0.52141	1.25622	0.10153
52	4(D)	4					11	0.61980	1.73954	0.17764
3	1(A)	4					12	0.49945	1.75052	0.15205
54	4(D)	4					19	1.02749	2.34088	0.19858

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	Answer Key	# Valid Choices	Math Item Number in Booklet							IRT Parameters		
			88	90L	90M	90H	92L	92M	92H	A	B	C
1	4(D)	4	28	29	23	19	30	19		0.68181	-0.87241	0.11087
2	2(B)	4					26			0.81955	-0.76121	0.17258
3	4(D)	5	21	22		16	22			0.59218	-1.64137	0.00000
4	1(A)	4		40			17			0.80777	-2.94873	0.06710
5	4(D)	5	29	30	24	20				0.79283	-0.66171	0.08814
6	3(C)	4	31	32	26		28			0.83407	-1.08544	0.09471
7	2(B)	5	25	26			24			0.89889	-1.10120	0.15730
8	2(B)	4	34	34	28	23	29			1.01292	-0.47088	0.24387
9	3(C)	4	26	27	22	18	23	17		1.12383	-0.46246	0.35119
10	3(C)	4	32	33						0.87113	-0.74347	0.35651
11	2(B)	4	5	3	5	4	9	4		1.29364	-0.53688	0.21087
12	4(D)	4	4	2	4	3	10	6		1.19470	-0.33819	0.20949
13	2(B)	4	9	4	9	8	11			1.01044	0.09795	0.23418
14	1(A)	4		7			2			0.71930	-2.22133	0.00000
15	4(D)	4	7		7	6				1.07586	-0.11721	0.11326
16	3(C)	4	12	11	12	11				0.79942	-0.40340	0.05706
17	1(A)	4	2		2	1				0.60453	-0.53500	0.07134
18	1(A)	4	3		3	2				0.92699	0.95693	0.40262
19	1(A)	4		8						1.24943	0.01075	0.19848
20	3(C)	4		9						1.40404	-0.05373	0.21384
21	1(A)	4		6			8			0.56981	-0.92211	0.19984
22	2(B)	4	13	12	13	12	12	9		0.88153	-0.60426	0.09364
23	4(D)	4	10	5	10	9	15	11		0.96547	0.04512	0.17120
24	2(B)	4	6		6	5		12	2	1.00754	0.45108	0.30110
25	2(B)	4	8		8	7		13	3	0.68957	0.27051	0.09071
26	1(A)	4	11	10	11	10	16	10	1	0.82091	0.11529	0.11306
27	1(A)	4							4	0.98903	2.29678	0.11834
28	1(A)	4	14	13	14	13	14	7		1.06022	-0.32865	0.14891
29	1(A)	4	15	14		14	7			0.99843	-0.61601	0.43884
30	2(B)	4	16	15	15		3	3		0.54766	-2.19425	0.00000
31	2(B)	4	17	16	16		5	5		0.54485	-0.76427	0.38465
32	2(B)	4	18	17	17	15	13	8		1.15688	-0.26050	0.21053
33	2(B)	4	19	18	18		1	1		0.68679	-2.21344	0.03540
34	3(C)	5	33		27	22	34	24		0.54566	0.93151	0.32992
35	2(B)	4	24	25	21	17	27	16		0.57035	-1.18917	0.02352
36	4(D)	4	30	31	25	21	31	21	8	0.58607	-0.41898	0.13473
37	2(B)	4	39	38	33	28	40	23	10	1.30207	0.06324	0.12511
38	4(D)	4	37		31	26				0.83285	-0.59678	0.00000
39	4(D)	5	40	39	34	29	33	18	6	1.08731	-0.19037	0.11735
40	2(B)	4	38	37	32	27		27	13	1.36826	1.29155	0.34865
41	2(B)	4						34	26	1.14429	2.25687	0.25864
42	5(E)	5							29	0.69035	1.26821	0.00000
43	3(C)	4				30		38	32	0.64398	2.41658	0.12428
44	4(D)	4	36	36	30	25	36	20	7	0.92334	0.01612	0.12642
45	3(C)	5					38	36	22	0.60561	2.27172	0.22935
46	3(C)	4				31			23	1.12318	1.40632	0.22014
47	3(C)	4				32			19	0.67679	2.00317	0.25383
48	3(C)	4							28	1.48766	2.12629	0.19798
49	2(B)	5				33			9	2.14550	1.07065	0.34743
50	3(C)	4	35	35	29	24	25	22		0.60185	-0.22727	0.26618
51	3(C)	3			35	34		25	12	0.83282	0.13847	0.10066
52	1(A)	4				35			20	1.36009	1.15455	0.06559
53	4(D)	5			36	36				0.59898	-0.46164	0.04239
54	3(C)	5			37	37		28	11	1.41513	1.01649	0.24226
55	1(A)	5			38	38		30	18	0.95161	1.01715	0.20330

Math (Continued)

	Answer	# Valid	Item Number in Booklet							IRT Parameters		
	Key	Choices	88	90L	90M	90H	92L	92M	92H	A	B	C
56	3(C)	5			39	39		32	24	0.73958	1.25686	0.16181
57	1(A)	5			40	40		31	17	0.85972	0.85092	0.10950
58	5(E)	5						40	40	1.33843	2.81896	0.04093
59	2(B)	5						39	37	1.31305	2.77701	0.15386
60	1(A)	4	1	1	1		6	2		1.13553	-1.31660	0.20392
61	4(D)	4	20	21	19		18	14		0.75484	-2.25518	0.00000
62	1(A)	4	22	23			19			0.90953	-1.58401	0.00000
63	3(C)	4	23	24	20		20	15		0.41684	-1.58628	0.00000
64	3(C)	4	27	28			32			1.55719	-0.74660	0.16430
65	2(B)	4		19						1.11627	-0.00395	0.16357
66	3(C)	4		20			4			0.86183	-1.94097	0.00000
67	5(E)	5					21		5	0.52694	-1.59965	0.00000
68	5(E)	5					35		15	1.14276	0.46401	0.08410
69	4(D)	4					37	35	21	0.54005	1.35221	0.18907
70	4(D)	5					39	26	14	0.83555	0.50640	0.09662
71	1(A)	5						29	16	0.68308	2.47157	0.40168
72	3(C)	5						33	25	0.98551	2.01246	0.29597
73	5(E)	5						37	27	0.96775	1.59789	0.08675
74	4(D)	5							30	0.68921	2.77731	0.22115
75	1(A)	4							31	1.01358	1.82906	0.14133
76	4(D)	4							33	1.59430	2.11449	0.12061
77	3(C)	5							34	1.31935	2.29660	0.14979
78	1(A)	4							35	1.07980	3.20302	0.11385
79	4(D)	5							36	0.89043	2.91767	0.12718
80	5(E)	5							38	1.29152	2.56220	0.05966
81	4(D)	5							39	1.49669	2.66925	0.11299

Science

	Answer	# Valid	Item Number in Booklet			IRT Parameters		
	Key	Choices	88	90	92	A	B	C
1	3(C)	4	1			1.16608	-0.67228	0.37787
2	5(E)	5	2			0.59777	-1.93399	0.13876
3	1(A)	4	3	2		0.69979	-0.57676	0.33921
4	3(C)	4	4	3	5	0.66591	-0.62182	0.36695
5	5(E)	5	5	4	2	1.09400	-1.36000	0.00000
6	5(E)	5	6	5	1	1.04363	-1.55512	0.00002
7	1(A)	4	7			0.52146	-1.29720	0.00000
8	1(A)	4	8			0.62419	-0.25581	0.25386
9	2(B)	5	9			0.53319	-1.36224	0.00001
10	3(C)	4	10	1	8	1.10474	0.00281	0.30008
11	3(C)	4	11			0.43784	0.20647	0.19275
12	3(C)	5	12	6	6	0.85169	-0.65205	0.27561
13	4(D)	4	13			0.60663	-1.75538	0.00001
14	3(C)	5	14	7	3	1.23878	-0.41510	0.19739
15	1(A)	4	15	8	15	0.40637	-0.28296	0.00001
16	3(C)	4	16	9	18	0.95246	0.47833	0.33145
17	2(B)	4	17	10	7	1.28611	0.12036	0.25544
18	2(B)	4	18	11	9	0.97920	0.00387	0.22460
19	3(C)	4	19	12	14	1.01363	0.24806	0.24407
20	2(B)	4	20	13		1.15653	0.74217	0.33252
21	3(C)	4	21	14		0.96782	0.61829	0.31361
22	4(D)	4	22	15	16	0.67782	0.90750	0.25591
23	3(C)	4	23	16		1.43791	1.05388	0.38865
24	1(A)	5	24	17	20	0.62227	0.20736	0.00001
25	4(D)	5	25	18		0.64546	1.18072	0.09492
26	3(C)	4		20	19	0.88578	0.01877	0.16607
27	4(D)	4		19	21	1.46803	0.99365	0.13903
28	1(A)	4			4	0.70864	-0.36201	0.34331
29	1(A)	4		21	12	1.09783	0.18743	0.17761
30	2(B)	5		22	13	0.80216	0.27046	0.21798
31	4(D)	4			10	0.37842	-0.57463	0.00001
32	1(A)	4		23	22	1.43394	0.96323	0.12356
33	4(D)	4		24	11	0.80165	-0.32345	0.10520
34	1(A)	4		25		0.32691	0.10811	0.00000
35	1(A)	4			17	1.04588	0.81089	0.21361
36	2(B)	4			23	0.71678	1.76348	0.32502
37	1(A)	4			24	0.81268	2.18077	0.23181
38	4(D)	4			25	1.54588	2.40482	0.10371

History/Citizenship/Geography

	Answer Key	# Valid Choices	Item Number in Booklet			IRT Parameters		
			88	90	92	A	B	C
1	3(C)	4	4	1	2	0.98219	-1.25256	0.21137
2	3(C)	4	26	2	14	1.12623	0.00140	0.28845
3	2(B)	4		3		0.29554	-1.37111	0.00000
4	1(A)	4	22	4		1.45953	-0.02180	0.26657
5	1(A)	4	12	5	6	0.57016	-0.93455	0.02822
6	2(B)	4	28	6	18	1.52760	0.44390	0.27880
7	4(D)	4	2	7		1.10537	-1.33515	0.26274
8	4(D)	4	13	8	3	1.36141	-0.26818	0.32572
9	3(C)	4	14	9	10	0.75018	0.47592	0.25624
10	5(E)	5	15	10	12	1.02945	0.02726	0.18382
11	2(B)	5	16	11	13	1.24221	0.56911	0.29637
12	2(B)	4			26	1.48652	1.48763	0.29832
13	3(C)	4	23	12	11	0.93498	0.28607	0.29308
14	2(B)	4	18	13		0.87587	-1.26965	0.33294
15	4(D)	4	20	14	7	0.71144	-1.13364	0.08806
16	3(C)	4	3	15		2.03444	-1.52077	0.46357
17	2(B)	4	1	16		1.07288	-1.08690	0.48813
18	2(B)	4	30	17	25	1.88350	0.75941	0.19735
19	1(A)	4	17	18	1	1.00430	-1.84445	0.27435
20	3(C)	4			22	1.30349	1.25515	0.26184
21	1(A)	4	29	19	16	1.35758	0.50549	0.23433
22	1(A)	2	5			0.96925	-1.92663	0.23751
23	1(A)	2	6			0.52152	-2.69376	0.00000
24	2(B)	2	7			1.64167	-2.11534	0.00000
25	1(A)	2	8			1.03994	-2.19188	0.00000
26	2(B)	2	9			1.75480	-2.12320	0.00000
27	4(D)	5	19	20	4	1.49480	-1.14670	0.24233
28	2(B)	4			21	0.88606	0.99954	0.29325
29	2(B)	4	21	21		1.20516	-0.62570	0.35219
30	3(C)	4	10	22		1.10922	-0.44457	0.51625
31	4(D)	4	24	23	5	0.84672	-0.60389	0.15013
32	1(A)	4		24	23	0.63192	0.82388	0.07269
33	2(B)	4	25	25	9	0.76584	-0.22218	0.21016
34	2(B)	4	11	26		1.59962	-0.06140	0.30746
35	2(B)	4		27		0.44765	-1.46990	0.00168
36	1(A)	4			29	1.25594	2.25819	0.20646
37	1(A)	4	27	28	15	0.90837	-0.30759	0.13674
38	4(D)	4		29		0.93793	0.77969	0.28098
39	2(B)	4		30		0.68855	1.62702	0.31263
40	3(C)	4			17	1.15943	0.48314	0.32292
41	1(A)	4			8	0.41296	-1.05935	0.00000
42	3(C)	4			19	1.32067	0.75449	0.30523
43	4(D)	4			20	0.97527	0.14559	0.21349
44	2(B)	4			24	0.70172	0.80714	0.25314
45	3(C)	4			27	1.11145	1.64311	0.15251
46	2(B)	4			28	1.02496	1.71842	0.22389
47	1(A)	4			30	1.28831	2.25424	0.15843

Appendix B

The Expanded Sample

The Expanded Sample

The 1995 BY-F2 restricted-use student-level file includes grade eight and grade ten cohort members who have never before appeared on core privileged-use files. Included are Base Year Ineligible (BYI) students who remained ineligible in the first and second follow-ups of NELS:88 and students who were "freshened" in the first follow-up but were found to be ineligible and remained ineligible in the second follow-up. The expanded sample is also available separately on magnetic media from NCES; this file includes all composites and weights discussed in this appendix.

Since NELS:88 base year and first and second follow-up composites were not constructed for the ineligible members of the expanded sample and are consequently blank on the 1995 BY-F2 student-level file, a number of composites have been specially constructed for use with the expanded sample, including student and school background variables, enrollment and out-of-sequence indicators, a variable indicating reason for ineligibility for the student survey (if applicable), cohort flags and a statistical weight, F2EXPWT, that can be used with both the eighth and tenth grade cohorts. The enrollment status indicators for the expanded sample, F1ENREXP and F2ENREXP, include imputed values for eligible and ineligible cases with missing enrollment data. The expanded sample variables, whose names contain an "X" or "EXP", appear after the F2 teacher variables in the 1996 BY-F3 privileged-use ECB.

The expanded sample and accompanying variables allow researchers to in some cases assess or correct for under coverage of the ideal target population due to the application of ineligibility rules that excluded certain cohort members from the study. With this file, researchers can produce corrected estimates for selected characteristics of the eighth grade and sophomore cohorts (for example, dropout rates between grades 8 and 10 and 8 and 12, and between grades 10 and 12), and assess the magnitude of probable bias in selected estimates that employ the eligible (questionnaire) sample. Another purpose of the expanded sample is to provide researchers with information on the ineligible members of the NELS:88 eighth- and tenth-grade cohorts that is not available on any other NELS:88 data file. With the expanded sample and accompanying variables, users can, for example, trace the educational progress (and change in eligibility status) of students who were initially excluded from the 1988 base year survey by such previously unknown characteristics as the reason for their initial exclusion (mentally or physically disabled or severely limited in English proficiency).

Expanded sample membership. The expanded sample comprises 21,133 eligible and ineligible members of the NELS:88 eighth grade- and tenth-grade cohorts. Each sample member is an eligible or ineligible member of the 1988 eighth grade cohort and/or an eligible or ineligible member of the 1990 tenth-grade cohort. There is substantial overlap in membership in the eighth-grade and tenth-grade cohorts, since most members of the eighth-grade cohort--students who were enrolled in eighth grade in the spring of 1988--were enrolled in tenth grade in the spring of 1990, the year of the first follow-up of NELS:88 and the defining criterion for membership in the tenth-grade cohort.

Reasons for ineligibility. In the base year of NELS:88, students who had a mental or physical disability or difficultly with the English language that would have made participation in a 3-hour survey session unduly difficult were excluded from the study. This amounted to 5.3 percent of the 1987-1988 eighth grade student population. Eligibility rules were modified in the first follow-up to reduce the likelihood of excluding limited English proficiency students from the 1990 tenth-grade cohort and to increase the chances of base year ineligibles entry into the study. With support from the Office of Bilingual Education and Minority Languages Affairs (OBEMLA), the first follow-up student questionnaire was translated into Spanish; because a translation of the cognitive tests was not feasible, students completing the Spanish student questionnaire were not pressed to complete the test component. However, other students whose primary language was not Spanish and who were of limited proficiency in English were, as in the base year, excluded from participation in NELS:88 in the first follow-up along with students who had a mental or physical disability that would have prevented them from comfortably completing the NELS:88 student questionnaire and cognitive tests in a 3-hour long survey session.

Identifying specific samples. The expanded sample composites include selected characteristics for the students who were excluded from NELS:88 in the base year and first follow-up, as well as for the students included in NELS:88 in the base year and first follow-up. Users can identify eligible and ineligible members of the eighth- and tenth-grade cohorts through the variables **G8COHEXP and G10COHEXP**, respectively. Members of the base year ineligible sample (BYIs) can be identified using the variable **BYIXREAS** (values 1-4), which indicates reason for ineligibility in the báse year. (A comparable variable does not exist for the base year.) For researchers who are unfamiliar with the base year ineligible study and sample, we encourage you to read the *NELS:88 First Follow-Up Student Component Data File User's Manual*, sections 1.3.4, 3.4.4, 3.7 and 4.7.4; the *NELS:88 Second Follow-Up Student Component Data File User's Manual*, sections 3.4.1, 4.2.4 and 4.3.6; and the report *Sample Exclusion in NELS:88: Characteristics of Base Year Ineligible Students; Changes in Eligibility Status After Four Years* (Ingels, NCES 1996). These documents discuss how students excluded in the base year and first follow-up entered the study in later waves.

Analysis using the expanded sample.. Only the variables (named and described in this appendix) and weight (F2EXPWT on the 1995 and 1996 releases) created for the expanded sample should be used in expanded sample analyses. Expanded sample estimates using student or dropout questionnaire variables will be biased because of the non-random character of missing questionnaire cases. F2EXPWT provides nonresponse adjustments for the expanded sample variables but not for questionnaire variables. The expanded sample weight appearing on the 1995 BY-F2 privileged-use student-level file generalizes to both the population of students who were enrolled in eighth grade in 1988 and the population of students in tenth grade in 1990 regardless of eligibility for NELS:88. In order to account for students who were previously excluded from a particular cohort, select the desired expanded cohort, either eighth-grade (G8COHEXP=1) or tenth-grade (G10COEXP=1), and the expanded sample weight (F2EXPWT, which is applicable to either cohort). The difference between estimates derived with the expanded cohort samples and those derived with the eligible NELS:88 samples (identified using the regular NELS:88 cohort identifiers, G8COHORT and G10COHRT, which identify only eligible sample members) is the correction factor for the estimate. For information on the statistical properties of F2EXPWT, readers should refer to the *NELS:88 Base Year Through Second Follow-Up Sampling Design, Weighting and Estimation Report* (Ingels, Scott & Frankel, NCES 1996).

Expanded sample composite specifications. Specifications for the expanded sample composites appear below.

F2EXPWT F2 expanded sample statistical weight

G8COHEXP Eighth grade cohort status*

0 = Not a member
1 = Spring member
3 = Ineligible member
*There is no valid code = "2" for this variable.

G10COEXP Tenth grade cohort status -- for expanded sample*

0 = Not a member
1 = Spring member
3 = Ineligible member
*There is no valid code = "2" for this variable.

F2ENREXP F2 enrollment status -- for expanded sample

1 = Student
2 = Alternative completer
3 = Dropout
4 = Out-of-Scope (includes out-of-country & deceased)

F1ENREXP F1 enrollment status -- for expanded sample

1 = Student
2 = Alt Comp/Dropout
3 = Out-of-Scope (includes out-of-country & deceased)

SEQ2EXP F2 Out-of-sequence flag -- for expanded sample

0 = Enrolled in 12th grade (including early graduates)
1 = Enrolled in a grade other than the 12th grade
2 = Not applicable (dropout or alternative completer)

SEQ1EXP F1 Out-of-sequence flag -- for expanded sample

0 = Enrolled in 10th grade (including early graduates)
1 = Enrolled in a grade other than the 10th grade
2 = Not applicable (dropout or alternative completer)

BYIXREAS Reason for ineligibility for the BY survey

0 = Not Applicable
1 = Mentally handicapped
2 = Physically handicapped
3 = Language barrier
4 = Unknown

F2EXPSEX Sex

1 = Male
2 = Female

F2XRACE1 Race/Ethnicity

1 = Asian/Pacific Islander
2 = Hispanic
3 = Black, not Hispanic
4 = White, not Hispanic
5 = American Indian/Alaskan Native
8 = Missing

G8XCTRL2 Eighth grade school type

1 = Public
2 = Catholic
3 = NAIS private
4 = Other private

G8XURBAN Eighth grade metropolitan status

1 = Urban
2 = Suburban
3 = Rural

G8XREGON Eighth grade census region

1 = Northeast
2 = Midwest
3 = South
4 = West

G10XCTL2 Tenth grade school type

1 = Public
2 = Catholic
3 = NAIS private
4 = Other private
8 = Missing

G10XURBN Tenth grade metropolitan status

1 = Urban
2 = Suburban
3 = Rural
8 = Missing

G10XREGN Tenth grade census region

1 = Northeast
2 = Midwest
3 = South
4 = West
8 = Missing

G12XCTL2 Twelfth grade school type

1 = Public
2 = Catholic
3 = NAIS private
4 = Other private
8 = Missing

G12XURBN Twelfth grade metropolitan status

1 = Urban
2 = Suburban
3 = Rural
8 = Missing

G12XREGN Twelfth grade census region

1 = Northeast
2 = Midwest
3 = South
4 = West
8 = Missing

Appendix C

NELS:88 School-level Variables Derived From Zipcode-level 1990 Census Data

NELS:88 School-level Variables Derived from Zipcode-level 1990 Census Data

For the schools participating in each wave of NELS:88, variables derived from selected 1990 Census items have been created. These variables appear on the BY-F2 restricted-use school file on the 1995 CD-ROM, /NELS92/SCMEG.PRI, and are also available from NCES on magnetic media. The original Census data were aggregated at the zipcode level; data items were extracted from the "STF3B" zipcode-level Census files. The Postal Service zipcodes for the NELS:88 schools, which do not appear on any NELS:88 files, were used to merge the zipcode-level data with NELS:88 school data, to create school-level Census items.

The ideal method for linking Census information to a school service area or local community would be to geographically define the boundaries of each NELS:88 school service area and code the Census tracts in each area. The Census data for the tracts in each service area would then be aggregated and attached to the school's NELS:88 public release ID. Such a precise method of geographically defining school service areas and attaching Census variables to them was undertaken by NCES for U.S. public school districts in collaboration with the Chief State School Officers and the U.S. Bureau of the Census. Their efforts resulted in the School District Data Book (SDDB), a compilation of thousands of 1990 Census data items which is currently available on a set of compact discs

Without special funding for a similar effort for NELS:88 schools, which include private schools not included in the SDDB, the selected 1990 Census items for NELS:88 school zipcodes included on the 1995 restricted-use school file provide the next best method for obtaining a limited set of 1990 Census items for NELS:88 school service areas.

Types of 1990 Census data available for NELS:88 schools. The primary reason for linking NELS:88 schools to 1990 Census data is to provide researchers with valid and reliable urban/rural distributions at the level of the school service area. In all, some 50 characteristics (including urbanicity) are provided for each set of NELS:88 schools, including:

Race (% White, Black, Asian, American Indian, Other);
Hispanic origin (% Mexican, Cuban, Puerto Rican, Other Hispanic);
Poverty (% Above or Below) status by 12 age categories;
Income-to-poverty level ratios
Median income (for households in the zipcode)

Some items, such as median income and the number of residents or households in each zipcode, have been copied directly from the Census files without modification. Other Census items have been altered in the interest of standardization across zipcodes. The raw counts provided in Census tables have for many variables been used to calculate the proportion of zipcode residents displaying a given attribute. For example, from the raw counts provided in Census tables, the percentage of Black residents has been calculated for each zipcode. Researchers who wish to recalculate raw counts can easily do so, since a variable indicating the number of residents in each zipcode is provided.

A Note on Urbanicity

The Census definition of "urban" has been evolving since 1950. Prior to 1950, the definition required that territory, persons or housing units be located in incorporated areas, and this excluded many densely settled areas. Even with special rules that were devised to deal with anomalous situations, many large, densely populated areas were excluded from the urban category. Examination of the Census data for NELS:88 schools reveals that "urbanicity" is not a single variable comprising mutually exclusive categories where only one category applies to a given area. Rather, urbanicity can vary WITHIN an area. That is, a single zipcode may be characterized as containing a certain percentage of persons residing in urban areas and a certain percentage residing in rural areas. As the Census Bureau states (see 1990 Technical Documentation, p. A-12):

> The urban and rural classification cuts across the other hierarchies; for example, there is generally both urban and rural territory within both metropolitan and non-metropolitan areas.

The four Census-derived urbanicity variables for NELS:88 schools indicate the distribution of zipcode residents (as the percentage of all residents) across four types of areas defined by the Census:

Urban, inside an urbanized area
Not in an urbanized area
Rural non-farm
Rural farm

NELS:88 School-level Census-derived variables. Variable names in the following list begin with "BY", indicating that they apply to NELS:88 base year (1988) schools. Comparable variables are available for 1990 first follow-up and 1992 second follow-up schools. Variable names for these rounds begin with "F1" or "F2", respectively. Missing data are represented by the NELS:88 missing reserved code (e.g., 8, 99998, etc.). All variables are at the school level and refer to the school's zipcode. The variable name appears in the left column, the variable description in the right column.

BYH1ZTOT	Total number of housing units in zipcode (from table H1 in Census documentation)
BYP1ZTOT	Total number of persons residing in zipcode (from table P1 in Census documentation)

Urban Status. For each school zipcode, the percentages appearing in the four variables below sum to 100% (constructed from Census table P6).

BYZINURB	Percentage of zipcode residents categorized as urban, inside an "urbanized area" (a UA is one or more "central places" and adjacent densely settled surrounding territory ["urban fringe"] that together have a minimum of 50,000 persons)
BYZNTURB	Percentage of zipcode residents categorized as urban, not in an urbanized area (UA) and who live in a place of more than 2,500 persons
BYZRFARM	Percentage of zipcode residents residing in rural housing units (places with less than 2,500 persons not in a UA) on farms ($1000 or more of agricultural products were sold in 1989)

BYZNTFRM	Percentage of zipcode residents residing in rural, non-farm units (places with less than 2,500 persons not in a UA)

Race/Ethnicity. For each school zipcode, the percentages in the five Census variables below sum to 100% (constructed from Census table P8):

BYZWHITE	Percentage of zipcode residents who are white
BYZBLACK	Percentage of zipcode residents who are Black
BYZAMIND	Percentage of zipcode residents who are American Indian, Eskimo or Aleut
BYZASIAN	Percentage of zipcode residents who are Asian or Pacific Islander
BYZOTHER	Percentage of zipcode residents who are "Other" race

Hispanic origin. For each school zipcode, the percentages in the four Census variables below sum to the total percentage of persons of Hispanic Origin in the zipcode and not necessarily to 100%, since non-Hispanic persons are not included (constructed from Census table P11):

BYZMEXIC	Percentage of zipcode residents who are Mexican
BYZPR	Percentage of zipcode residents who are Puerto Rican
BYZCUBAN	Percentage of zipcode residents who are Cuban
BYZOTHHS	Percentage of zipcode residents who are other Hispanic

Poverty Status in 1989 by Age. For each school zipcode, the percentages in the 24 variables below sum to 100 percent (plus or minus rounding error). Researchers may wish to collapse poverty and non-poverty percentages and/or age category percentages to arrive at proportions of greatest relevance to the research question under investigation. These variables were calculated from Census table P117:

In this and the next set of items (following median household income), 1989 income refers to 1989 income per family member, the average amount of income available to every man, woman and child in a family. Income per family member is derived by dividing the total income of a family (or group of unrelated individuals living together) by the number of members in the family or group. Poverty statistics, such as income-to-poverty ratios, are based on official definitions of poverty and poverty thresholds developed by the SSA (Social Services Administration) in 1964 and revised in 1969 and 1981 by interagency committees. The definition was established as the official definition of poverty for statistical use in all executive departments by the Bureau of the Budget and later by the Office of Management and Budget (OMB). Poverty thresholds vary by family size, sex of the family head, number of children under 18 years old, farm-non-farm residence and Consumer Price Index (CPI).

Percentage of Zipcode residents with income above the poverty level, by age:

BYZINL5A	Percentage of zipcode residents under 5 years and 1989 income above the poverty level
BYZIN5A	Percentage of zipcode residents at 5 years of age and 1989 income above the poverty level
BYZINC6A	Percentage of zipcode residents 6-11 years and 1989 income above the poverty level

BYZIN12A	Percentage of zipcode residents 12-17 years and 1989 income above the poverty level
BYZIN18A	Percentage of zipcode residents 18-24 years and 1989 income above the poverty level
BYZIN25A	Percentage of zipcode residents 25-34 years and 1989 income above the poverty level
BYZIN35A	Percentage of zipcode residents 35-44 years and 1989 income above the poverty level
BYZIN45A	Percentage of zipcode residents 45-54 years and 1989 income above the poverty level
BYZIN55A	Percentage of zipcode residents 55-59 years and 1989 income above the poverty level
BYZIN60A	Percentage of zipcode residents 60-64 years and 1989 income above the poverty level
BYZIN65A	Percentage of zipcode residents 65-74 years and 1989 income above the poverty level
BYZIN75A	Percentage of zipcode residents 75 and over and 1989 income above the poverty level

Percentage of Zipcode residents with income below the poverty level, by age:

BYZINL5B	Percentage of zipcode residents under 5 years and 1989 income below the poverty level
BYZIN5B	Percentage of zipcode residents 5 years of age and 1989 income below the poverty level
BYZINC6B	Percentage of zipcode residents 6-11 years and 1989 income below the poverty level
BYZIN12B	Percentage of zipcode residents 12-17 years and 1989 income below the poverty level
BYZIN18B	Percentage of zipcode residents 18-24 years and 1989 income below the poverty level
BYZIN25B	Percentage of zipcode residents 25-34 years and 1989 income below the poverty level

BYZIN35B	Percentage of zipcode residents 35-44 years and 1989 income below the poverty level
BYZIN45B	Percentage of zipcode residents 45-54 years and 1989 income below the poverty level
BYZIN55B	Percentage of zipcode residents 55-59 years and 1989 income below the poverty level
BYZIN60B	Percentage of zipcode residents 60-64 years and 1989 income below the poverty level
BYZIN65B	Percentage of zipcode residents 65-74 years and 1989 income below the poverty level
BYZIN75B	Percentage of zipcode residents 75 and over and 1989 income below the poverty level

Median Household Income. The next variable is median household income in 1989. Data were taken directly from Census table P80A:

BYPZ80A	Median Household Income

Income-to-Poverty Level Ratios. The following set of variables, derived from table P121, indicate the percentage of zipcode residents with various ratios of 1989 family income to the appropriate poverty threshold for the family or group. **Ratios below 1.00 indicate that a family's or group's income is below the poverty level, while a ratio of 1.00 or greater indicates an income above the poverty level.** For example, a ratio between 1.00 and 1.24 indicates that a family's income is somewhere between their poverty threshold and 24 percent above it. That is, if a family's poverty threshold is $10,000, a ratio of 1.00 to 1.24, means their income lies somewhere between $10,000 and $12,400, or between 1.00 X $10,000 and 1.24 X $10,000.

BYZL50	Percentage of zipcode residents with income/poverty level ratio less than 0.50
BYZ50	Percentage of zipcode residents with income/poverty level ratio from 0.50 to 0.74
BYZ75	Percentage of zipcode residents with income/poverty level ratio from 0.75 to 0.99
BYZ100	Percentage of zipcode residents with income/poverty level ratio from 1.00 to 1.24
BYZ125	Percentage of zipcode residents with income/poverty level ratio from 1.25 to 1.49
BYZ150	Percentage of zipcode residents with income/poverty level ratio from 1.50 to 1.74
BYZ175	Percentage of zipcode residents with income/poverty level ratio from 1.75 to 1.84
BYZ185	Percentage of zipcode residents with income/poverty level ratio from 1.85 to 1.99
BYZ200	Percentage of zipcode residents with income/poverty level ratio of 2.00 or greater

Student 1988-92 Residential Zipcode Census Variables. This special file was generated subsequent to the creation of the privileged use CD-ROM. These data however may be specially requested, under licensing agreement, from NCES. Data elements were extracted from the "STF3B" zipcode-level Census files and include percentages of families in poverty, median family income, percent of black, white, and Hispanic males unemployed, percent of births to women under age 20, ratio of single males to single females, and so on.

Appendix D

NELS:88 QED-CCD-SDDB School Link Variables

NELS:88 QED-CCD-SDDB School Link Variables

The base year through second follow-up restricted-use school file on the 1995 CD ROM contains five link variables for each NELS:88 school that participated in the BY, F1 or F2 school survey. These variables are also available on separate files--referred to as school link files--on magnetic media from NCES, for use with earlier releases of the NELS:88 data, which do not contain the link variables. Variable names are wave-specific and are listed below in wave order (BY, F1 and F2). (Link variables for a particular wave are blank for all schools that are not part of the responding school sample for that wave.) When merging the school file with external files, the user should select the school sample and linking variable for the survey wave appropriate to his/her analysis.

SCH_ID (BY) **F1SCH_ID** **F2SCH_ID**	NELS:88 public-use school IDs, 5-digit IDs appearing on all NELS:88 student and school files. These IDs can be used to merge NELS:88 student and school data, and can be used to merge the school link file with the NELS:88 files; a blank school ID indicates that the school was not in the school sample for that wave.
BYNCESID **F1NCESID** **F2NCESID**	CCD school identification number for the NELS:88 school. The first two digits of this ID represent the FIPS state number; the next five digits (3-7) constitute the agency (district) ID, unique within states, and the final five digits (8-12) form the school ID, unique within districts. The first seven digits of the NCES ID, the FIPS state number and the agency ID, can be used to link NELS:88 records with the CCD and SDDB district-level records. The full 12-digit ID can be used to link NELS:88 records with school-level CCD records. NCES ID is blank for all non-public schools, which are not included in the CCD or SDDB datasets.
BYQEDPIN **F1QEDPIN** **F2QEDPIN**	QED school permanent identification number for the NELS:88 school. The QED PIN serves as the link to the NELS:88 QED school files (see appendix E) included on the 1995 restricted-use CD and also available separately from NCES. QED PIN is blank for some NELS:88 schools not included in the QED files.
BYQEDSTC **F1QEDSTC** **F2QEDSTC**	QED state code (equivalent to the FIPS state number) for the NELS:88 school. This variable and O.E. district number (below) are used to merge NELS:88 records with the QED district files. Note that there are no district/diocese records for non-Catholic private schools; QED school type is indicated by the variables BYQEDTYP, F1QEDTYP and F2QEDTYP. The QED state code is blank for some NELS:88 schools not included in the QED files.
BYOEDIST **F1OEDIST** **F2OEDIST**	O.E. district number, used with the QED state code to merge NELS:88 records with the QED district files. The code "66666" is used for non-Catholic private schools, which have no district or diocese and do not appear in the QED district files. The O.E. district number is blank for some NELS:88 schools not included in the QED files.

It is important to note that the 1995 school file/NELS:88 QED-CCD-SDDB school link file provides only the identification variables or linking mechanisms for merging two or more independent data files and not actual data elements from QED, CCD or SDDB files. To obtain the latter two external datasets, users must contact the distributors of CCD and SDDB data (see below). QED school and district data for the NELS:88 BY, F1 and F2 schools are included on the 1995 restricted-use CD and are also available on magnetic media from NCES, as separate data files not supported by an ECB. See appendix E for complete documentation for the NELS:88 QED files.

Linking to QED Files. See appendix E for complete information on the NELS:88 QED school and district files and procedures for merging NELS:88 and QED files.

Linking to CCD Files. NCES's Common Core of Data files contain both district-level (referred to as agency-level data) and school-level records for public schools only. Note that as of spring 1995, the CCD CD-ROM release contains records for academic years 1987-1988 through 1992-1993, a set that includes all of the NELS:88 data collection periods (spring 1988, spring 1990 and spring 1992).

Source:	NCES: Annual Surveys of State Education Agencies (SEAs)
Contact:	For CD-ROMs or magnetic tapes: NCES National Data Resource Center Telephone: (703) 845-3151 Fax: (703) 820-7465
Contents:	Variables that appear on CCD files include: number of teachers per school, school enrollment, school racial/ethnic distribution, diplomas awarded, selected 1990 Census variables (available at the district level only and from the School District Data Book [SDDB])) and financial information for districts extracted from the Survey of School District Finances data files.
Other links:	Potential links to other files that are included on the CCD files include: FIPS State; State (alpha); FIPS County; MSA Codes; Zipcode

Merging CCD data with the 1995 NELS:88 BY-F2 school file or the school link file. CCD data may be merged with the NELS:88 files using the CCD school ID (BYNCESID, F1NCESID, F2NCESID)--a 12-digit ID with the first 2-digits representing the FIPS state code, the next 5-digits constituting the agency (public district) ID (unique within each state code) and the last 5-digits standing for the school (unique within each agency ID). Users should note that although the CCD school ID is a numeric variable, it appears on both the CCD files and the NELS:88 files in character format.

Merge **CCD school records** from a particular year with the NELS:88 files by the entire 12-digit CCD school ID. The CCD school file and the NELS:88 school sample selected and the ID used in the merge will depend on the survey wave of interest. If, for example, you wished to merge NELS:88 base year data with CCD data , you would use the NELS:88 BY CCD school ID, BYNCESID, and the CCD school file for the 1987-1988 academic year.

Merge **CCD district records** from a particular year with the NELS:88 files by the 7-digit CCD agency ID. The CCD agency ID comprises the first seven digits of the CCD school ID (BYNCESID, F1NCESID or F2NCESID) and consists of the 2-digit FIPS state code and the contiguous 5-digit agency ID. Once again, the CCD district file and the ID used in the merge will depend on the survey wave of interest.

The table below shows the correspondence between NELS:88 survey rounds and CCD file years.

NELS:88 Survey Round	**Year of CCD File to Use**
1988 Base Year	Academic Year 1987-1988
1990 First Follow-Up	Academic Year 1989-1990
1992 Second Follow-Up	Academic Year 1991-1992

Linking to School District Data Book (SDDB) Files. NCES and the Council of Chief State School Officers collaborated on a project to map the geographic boundaries of some 15,274 U.S. public school districts. The U.S. Bureau of the Census then re-tabulated thousands of 1990 Census data items for each of the identified districts. The district-level Census data are now available on a set of CDs.

Source: NCES/CSSO Mapping Project

Contacts: To receive the SDDB and documentation:

Ted Drews
NCES 202/219-1731;

For technical support:

The MESA Group
703/379-4700

Contents: The SDDB data files include the CCD data files for the academic year 1989-1990 and data from the 1989-1990 Survey of School District Finances. The data files also include such Census information as, age, race/ethnicity, employment, occupation, income, housing, federal aid, poverty and public assistance.

Other links: Potential links to other files that are included on the CCD files include: FIPS State; CCD Agency #; FIPS County; MSA Codes

Merging the SDDB files with the 1995 NELS:88 BY-F2 school file or the school link file. The SDDB data files, like the CCD agency-level records, are organized at the level of the public school district. As such, SDDB data can be merged with the NELS:88 files by the CCD agency ID, the first 7-digits of the 12-digit CCD school ID (BYNCESID, F1NCESID or F2NCESID).

Merging data from external sources with the student-level file. After merging data from external databases with the 1995 NELS:88 BY-F2 school file or the school link file, the user may merge the resulting school-level file with the NELS:88 student-level file by the school ID for the survey wave of interest--SCH_ID (BY), F1SCH_ID or F2SCH_ID. Prior to performing this merge, it is recommended that the user select the student sample appropriate to his/her analysis.

Appendix E

NELS:88 QED District and School Data Files

NELS:88 QED District and School Data Files

This appendix documents the QED (Quality Education Data of Denver, Colorado) files that are included on the 1995 NELS:88 base year through second follow-up restricted-use CD-ROM and the 1996 base year through third follow-up CD-ROM and are also available on magnetic media from NCES. These files contain characteristics of the public districts, Catholic dioceses and schools of all types that participated in the NELS:88 base year, first follow-up and second follow-up surveys. The QED files include information such as grade span, enrollment size, racial/ethnic and poverty proportions among students, the number of schools in a public district and instructional dollars per pupil. The QED data can be merged with other NELS:88 data files for further investigations of contextual effects in the NELS:88 sample. Since an electronic codebook (ECB) is NOT available for the QED files, this documentation is the primary reference for users who wish to learn about the QED variables and how to merge the QED files with other NELS:88 data.

This documentation is organized into five sections. First, the use of the QED files in NELS:88 is briefly described. Modifications made to the original QED records for this release are then discussed. Next, the organization of the NELS:88 QED files on the 1995 CD is explained, followed by instructions for merging the 1995 NELS:88 BY-F2 school file (/NELS92/SCMEG.PRI) with the QED files. Finally, the original QED documentation for the type of files used in NELS:88 is provided.

1. Use of QED data in NELS:88. The NELS:88 base year school sampling frame was the eighth grade school database compiled by QED. QED collects and sells a broad range of information on all schools in the United States, including private schools. In addition to the research community, the QED client base includes purveyors of educational goods such as textbook publishers and hardware/software vendors.

The district/diocesan and school files used in the NELS:88 base year were leased from QED in 1987. In preparation for NELS:88 base year sample selection, the QED frame for eighth grade schools was compared to other school databases and corrected (e.g., any missing records were added; invalid or missing stratification variables that were detected were corrected). In 1989, QED files were leased for the first follow-up, and in 1991 for the second follow-up. In the first and second follow-ups, new QED files were used, not for sampling but instead as sources of contacting and locating information for districts and schools to which selected NELS:88 students had dispersed by 1990 and 1992. (Note that some first and second follow-up schools did not appear on the tenth grade and twelfth grade QED files. In the NELS:88 QED school files, "dummy" QED PINs (all beginning with "9") have been assigned to these schools but the remainder of the school record is blank. Note also that QED data for a particular school may be available for one survey year but not for another.) QED itself maintains only files with current information; the files used in NELS:88 are no longer available from QED. QED has generously given NCES and NORC permission to release the QED data for NELS:88 schools and the associated districts/dioceses to researchers.

2. Modifications made to the QED records for this release. The original QED records for the subset of NELS:88 schools and districts/dioceses have been altered in several ways. A number of variables have been removed from the records for various reasons. Items containing sensitive information, such as the names of school and district personnel and institutional addresses, have been deleted from school and district/diocese records. QED variables delivered on the NELS:88 data files have also been removed from the QED school records. The NELS:88 releases of the variables were checked for consistency with NELS:88 questionnaire data and cleaned as necessary, and are therefore more accurate than the original QED variables. The QED variable called "Metro Status", for example, was cleaned and delivered as the NELS:88 urbanicity variables G8URBAN, G10URBN3 and G12URBN3 and is not included on the NELS:88 QED files. (In general, if a user discovers inconsistencies between similar QED and NELS:88 variables, it is suggested that the user assume that the NELS:88 variable is the more accurate). Other variables on the QED records have been blanked out because the data they contained were obviously incorrect. For example, the variable CAI Units (a count of the PCs available for computer-assisted instruction) appears to be valid in the original Grade 10 QED files but invalid in the Grade 12 files, and has consequently been blanked out on the second follow-up QED files. Finally there are variables that were blank on all of the original QED files and are not included on the NELS:88 QED school and district/diocesan files.

Users should check any QED variables that they intend to use in analyses for invalid values and consistency with other QED or NELS:88 variables, since most of the QED variables have not been cleaned. Frequency distributions will reveal any invalid values, and crosstabulations of related variables (such as district and school enrollment) is a useful means to check for inter-item inconsistencies. Users may also wish to check that variables expected to remain constant over time (such as the state codes) are in fact the same on files from different survey waves.

3. Organization of the QED files. All of the files related to QED are contained in the subdirectory \QED_TEST\QED on the 1995 CD-ROM and are repeated on the 1996 CD-ROM covering base year through third follow-up. Each of the files contains only those public districts, Catholic dioceses or schools of all types that are associated with the NELS:88 school sample for the particular wave. Researchers should merge NELS:88 schools in the survey wave of interest (BY, F1 or F2) with the corresponding wave of QED files because school and district/diocesan records may change over time. Some districts may consolidate, new schools may be founded, existing schools dissolved and the values of certain characteristics may fluctuate in different time periods (for example, enrollment, teachers, grades and so forth may change as time passes).

The QED files on the 1995 and 1996 NELS:88 restricted-use CDs are:

\QED_TEST\QED

\READQED.WP5	The WordPerfect 5.1 file that documents the QED files and contains the same information as this appendix.
\QEDLAY.OUT	A layout file (the same for all QED data files, school and district alike) with suggested SAS variable names
\QEDSCHL.BY	The QED school data file for core NELS:88 base year schools
\QEDDISTR.BY	The QED district/diocesan data file for the core base year schools
\QEDSCHL.F1	The QED school data file for core NELS:88 first follow-up schools
\QEDDISTR.F1	The QED district/diocesan data file for the core first follow-up schools
\QEDSCHL.F2	The QED school data file for core NELS:88 second follow-up schools
\QEDDISTR.F2	The QED district/diocesan data file for the core second follow-up schools

Note that the same names are used for the files available from NCES on magnetic media.

As the list above indicates, QED school data and district/diocesan data are in separate files, which are further defined by survey wave. One layout applies to all six data files. This layout supersedes the original file layout provided in section 5 below. Users should expect to find more than one NELS:88 school associated with the same district/diocesan record, especially in large urban areas. Please note that valid data is not present on every QED file for all variables defined by QEDLAY.OUT. For example, PERASIAN (percent Asian) is present on only the first follow-up files; on the base year and second follow-up files the columns occupied by this variable are blank. Also please note this very important change: QEDPIN, which is required to merge the QED files with the NELS:88 base year through second follow-up school file, is an eight-character variable according to the original QED documentation, but appears on the NELS:88 school file and link file and the NELS:88 QED as a seven-character variable. (A leading zero was deleted from the original QED PIN number.). Finally, note that non-Catholic private schools in the QED school files, which have no associated district/diocesan records in the district files, are all coded '66666' in the Office of Education District Number field on the QED school files.

4. Instructions for merging the NELS:88 school file and the QED files. The NELS:88 restricted-use school file is fully described in the ECB guide (\DOCU\ECBGUIDE.WP5) on the 1995 CD; variables on this file appear in the NELS:88 BY-F2 ECB. (The NELS:88 school link file, which contains the link variables listed below and which is described in appendix D, may be used to merge earlier releases of the NELS:88 data with the QED files; the procedures outlined below also apply to merging the link file with the QED files .) The NELS:88 school file may be merged with the QED school files, as well as with the QED district\diocesan files, as follows:

○ Merging the QED and NELS:88 school files. Three variables on the1995 NELS:88 BY-F2 school file--BYQEDPIN, F1QEDPIN and F2QEDPIN--provide the QED PINs (QEDPIN on the QED school files is the unique school identifier used by QED) for the three NELS:88 school samples. If you were interested in merging QED school data for the base year school sample, for example, with data from the NELS:88 school file, you would merge QEDSCHL.BY with \NELS92\SCMEG.PRI (the NELS:88 BY-F2 school file) by BYQEDPIN, after renaming QEDPIN from the QED file BYQEDPIN.

NOTE: If you are merging more than one QED data file with the NELS:88 school file, as you might in a longitudinal student-level analysis using contextual school data, you will need to give variables from each QED file unique names. Otherwise, a variable from one QED file will overwrite the data in the variable with the same name from another file.

○ Merging the QED district/diocesan and NELS:88 school files: The 1995 NELS:88 BY-F2 school file contains three state variables (BYQEDSTC, F1QEDSTC, and F2QEDSTC) and three Office of Education district numbers unique only within each state (BYOEDIST, F1OEDIST, and F2OEDIST). When concatenated (e.g. F1QEDSTC and F1OEDIST), these variables uniquely identify each district and diocese. This unique key is equivalent to OEDISTNO on the QED district/diocesan files and may be used to merge the NELS:88 and QED files. If you were interested in merging QED school data for the base year school sample, for example, with data from the NELS:88 school file, you would merge QEDSCHL.BY with \NELS92\SCMEG.PRI (the1995 NELS:88 BY-F2 school file) by OEDISTNO, after concatenating BYQEDSTC and BYOEDIST on the NELS:88 school file and renaming the concatenated variable OEDISTNO.

NOTE: Only public and Catholic schools have district/diocesan QED records. There are no district/diocesan records for non-Catholic private schools in the NELS:88 school samples.

Finally, it may be possible to merge NELS:88 data files with other external datasets, including other federal datasets not discussed in this guide, using the FIPS codes found on the QED files as a crosswalk between the NELS:88 files and the external files. ("FIPS" stands for "Federal Information Processing Standards"; FIPS codes are standardized codes defined by the U.S. Department of Commerce, Bureau of Standards). The FIPS state codes (as well as 'alpha' Postal Service state codes) appear both on the NELS:88 BY-F2 restricted-use school file and on the QED files. The FIPS county and MA codes appear in the QED records. ("MAs", formerly known as "MSAs", are geographical areas with a large population nucleus and adjacent communities that have a high degree of social and economic integration with that nucleus. Metropolitan Statistical Areas (MSAs), Primary Metropolitan Statistical Areas (PMSAs) and Consolidated Metropolitan Statistical Areas (CMSAs) are designated collectively as Metropolitan Areas.)

5. **Original QED file documentation.** The remainder of this document is a replication of the original QED documentation received in 1987 (QEDs "Type 9" format was used for NELS:88 in all survey rounds). It is presented in two sections. First, the complete QED record layout for the original QED files is displayed on pages 1 and 2. Note that the same layout (and documentation) is used for QED district and school files in every survey year. (DO NOT USE THE LAYOUT IN THE ORIGINAL QED DOCUMENTATION WITH THE NELS:88 QED FILES; USE QEDLAY.OUT.) A user's guide describing the QED variables follows the original layout, on pages 3 through 10. QED variables included on the NELS:88 QED files are denoted in the layout and documentation by an asterisk. In addition, suggested variable names (the same names used in the NELS:88 QED file layout, QEDLAY.OUT) have been added to the original QED documentation in brackets ("[ ]"). Users thus have a crosswalk between the variable names in QEDLAY.OUT and the QED documentation.

Users should notice in reading through the documentation that some variables that appear in the district-level records have codes with different meanings than in the school-level records. For example, in Student Enrollment (column 169), code 6 in the district record means "2,500 - 4,999" but in the school record code 6 means "1,000 - 1,499". Finally, missing data items or records are blank on the QED files.

QED
Means Quality
Information

QED Data Lease Format Documentation

(Type 9)

File Format (9)

User's Guide (9)

QED Numbering System

Note: QED's Telephone Update Manual, used by QED researchers, is available upon request.

Revised April, 1987

FILE FORMAT (Type 9)

QED Type 9 Data Lease Format

Position	Length	A/N	Description
*001-001	1	N	[FORMTYPE] Form Type (9)
*002-006	5	A/N	[ORDERNUM] Order Number
*007-008	2	N	[COPYNUM] Copy Number
*009-018	10	N	Splitout Field [CAIUR, VCRUR, MICROBR, PERASIAN]
019-019	1	N	QED File Sequence (Option 3)
020-020	1	A/N	Optional Information
021-050	30	A	Personnel Name
051-080	30	A/N	Institution Name
081-110	30	A/N	Mailing Address
111-124	14	A	City Name
125-125	1		Unused
126-127	2	A	Mailing State Code (USPS)
128-128	1		Unused
129-133	5	N	Mailing Zip Code
*134-138	5	N	[CAIUNITS] Exact CAI Units
139-148	10	A/N	Telephone
*149-156	8	N	[QEDPIN] QED Permanent Identification Number (PIN)
*157-161	5	N	[OEDISTNO] O.E. District Number
*162-162	1	A	[SIC5] 5th Digit of SIC
*163-164	2	N	[ORSHPERC] Orshansky Percentile
*165-165	1	A/N	[TCHPOPCD] Teacher Population Code
166-166	1		Unused
*167-167	1	A	[QEDTYPE] File Type
*168-168	1	A/N	[GRADELEV] Grade Level
*169-169	1	N	[ENRLCODE] Enrollment Code
*170-170	1	N	[PERPUPIL] Instruction Dollars Per Pupil Code
*171-171	1	A	[BRANDCD] Predominant Microcomputer Brand Code (District)
*172-173	2	N	[PERWHITE] Percent White
*174-175	2	N	[PERBLACK] Percent Black
*176-177	2	N	[PERHISP] Percent Hispanic
*178-180	3	N	[FIPSCNTY] FIPS County Number
181-194	14	A	County Name
*195-198	4	N	[MSA] MSA
199-199	1	N	Metro Status Code (U/S/R)
200-200	1	N	Population Code
201-203	3	N	Job Function Code (See Positions 216-239)
*204-204	1	N	[QEDREC] Record Type
205-214	10	A/N	Code Key
215-215	1	A/N	Personnel Gender

* denotes QED variables included on the NELS:88 QED files

Suggested variable names (which are used in the NELS:88 QED layout QEDLAY.OUT) are shown in "[]".

QED Type 9 Data Lease Format (Continued)

Position	Length	A/N	Description
216-239	24	A/N	Personnel Job Function Codes (8 3-byte fields)
240-243	4	N	Personnel Man Number
*244-247	4	N	[YRCHANGE] Date of last change (YYMM)
248-277	30	A/N	Location Address
278-291	14	A	Location City
292-293	2	A	Location State
294-298	5	N	Location Zip Code
299-302	4		Location Zip code + 4
*303-305	3	N	[SUBDIST] Subdistrict/Supervisory Union Code
*306-309	4	N	[NUMSCHL] Number of Schools
*310-316	7	N	[NUMSTU] Number of Students
*317-320	4	N	[NUMTCHR] Number of Teachers
*321-325	5	N	[OEBNUM] O.E. Building Number
*326-327	2	A/N	[BGRLEV1] Building Grade Level 1
*328-329	2	A/N	[BGRLEV2] Building Grade Level 2
*330-330	1	A	[BSPECED] Building Special Education
*331-331	1	A	[BLIBRCTR] Building Library Media Center
*332-332	1	A	[BINDART] Building Industrial Arts Classes
*333-333	1	A	[BADULTED] Building Adult Education Classes
*334-334	1	A	[BMICROBR] Predominant Micro Brand Code (Bldg.)
*335-336	2	N	[QEDSTC] FIPS State Number
*337-337	1	A	[FILMCOLL] 16mm Film Collection
338-338	1	N	Prefix Code (District Personnel/Principal)
*339-339	1	A	[DVIDEO] Video Code (District)
*340-340	1	A	[BVIDEO] Video Code (Building)
*341-341	1	N	[DENRLCHG] % Enrollment Change (District)
*342-342	1	N	[BENRLCHG] % Enrollment Change (Building)
343-344	2		Unused

IBM Standard Label EBCDIC 1600 BPI (9-track)
Record Length: 344 Block Size: 6,880 Blocked: 20

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* denotes QED variables included on the NELS:88 QED files

Suggested variable names (which are used in the NELS:88 QED layout QEDLAY.OUT) are shown in "[]".

USER'S GUIDE

IBM Standard Labels   EBCDIC 9 Track   1600 BPI
Record Length: 344   Block Size: 6,880   Blocked: 20

Position	**Description**
*001-001	[FORMTYPE] Form Type: Constant "9"
*002-006	[ORDERNUM] Order Number: QED-Assigned
*007-008	[COPYNUM] Copy Number: No. of copies of printed output
*009-018	Splitout Options: Data for segment requested appears in option field, according to one of the following (note that most of these fields are blank, except for positions with " [ ] ": 1 = State 2 = Job Functions 3 = Code Key 4 = Number of CAI, VCR Units, and all Micro Brands Position 9 = [CAIUR] CAI Unit Range Position 10 = [VCRUR] VCR Unit Range Positions 11-15 = [MICROBR] Micro Brands (Bldg., 4 brands, Dist. 5 brands) Positions 17-18 = [PERASIAN] Ethnicity Asian Percentage--Grade 10 only Asian students as percentage of total students 5 = Odd/Even Zip 6 = Grade Span 7 = Enrollment 8 = Record Type (District, Personnel, School Bldg.) (See 204 below) 9 = File Type (Public, Catholic, Private, etc.) (See 167 below)
019-019	Sequence (Normally File Sequence) 1 = Zip Code 2 = Zip Code with Asterisking 3 = File Sequence (Alpha State, District, Personnel, Building; See QED Numbering System for Explanation)
020-020	Optional Information Code Code used for printing various segments of data on labels. All data requested is contained in data fields on tape.
021-050	Personal Name/Attention Line N.B. Last name is isolated by a comma preceding. If person has suffix, such as "Jr.", "Sr.", or initials of religious order, such suffix will follow the last name. The true "last name" will be preceded by a comma. Prefixed titles, such as "Mrs.", Sr.", and "Dr" will not be carried in the name field, but can be generated from the Prefix code carried in Position 338 described below. Exception: If Name Option 2 were used for label selection, then 4-character prefix will be written out in name field and last name will not be preceded by a comma. N.B. If correct prefix codes were not available, records will contain "0" or "Mr.". As a general rule, do not use "Mr." when printing labels.

Position	**Description**
051-080	Institution Name
081-110	Mailing Address
111-124	Mailing Address City
125-125	Blank
126-127	Mailing Address State
128-128	Blank
129-133	Mailing Address Zip Code
*134-138	[CAIUNITS] Exact CAI Units
139-148	Telephone Number (Area Code plus xxx plus xxx)
*149-156	[QEDPIN] PIN - Permanent Identification Number assigned by QED to each institution. Last digit is check digit/MOD 11 system. N.B. This is not a standard version of Mod. 11.
*157-161	[OEDISTNO] O.E. District Number (See Numbering System)
*162-162	[SIC5] SIC (5th Digit) Classification by District Type for all file types except U and L: A - Public District B - Non-operating District C - Supervisory Union (S.U.) D - District, part of S.U. F - Special District (intermediate units, voc., dist.) G - Sub-District (area office of large decentralized district) H - Catholic dioceses I - Private K - BIA L - 2DOD

For File Type U (College)	**For File Type L (Library)**
A - Public College	A - Main Library
B - Catholic College	B - Branch Library
C - Private College	

*163-164	[ORSHPERC] Orshansky Percentile: File Type "S" only (Relative Wealth Indicator is 99 - Orshansky). Percentage of students under the poverty guideline as a percentage of total school-age children in the district.
*165-165	[TCHPOPCD] Number of Teachers Codes

Building Record

0 = Unclassified
1 = 1-4 teachers
2 = 5-9 teachers
3 = 6-10 teachers
4 = 20-49 teachers
5 = 50-74 teachers
6 = 75-99 teachers
7 = 100+ teachers

District Record

0 = Unclassified
1 = 1-9 teachers
2 = 10-24 teachers
3 = 25-49 teachers
4 = 50-99 teachers
5 = 100-249 teachers
6 = 250-499 teachers
7 = 500-999+ teachers

Position **Description**

166-166 Blank

*167-167 [QEDTYPE] File (SCHOOL) Type

S = Public
C = Catholic
P = Private
B = BIA
D = DOD
L = Public Libraries
M = Prisons
T = State Depart.
U = Univ./Col.

*168-168 [GRADELEV] Grade Span Code (Discrete grade spans, only one per institution)

District Record

0 = Unclassified
1 = K-12
2 = Elementary only
3 = Secondary
4 = 4-year college
5 = 2-year college

Building Record

0 = Unclassified
1 = K-12
2 = Preschool
3 = Special Ed.
4 = K-6
5 = K-8
6 = 6-8/7-8
7 = 7-9
8 = 7-12
9 = 9-12
A = 10-12
B = Voc Tech
C = Alternative
D = Adult Education
E = K-3

*169-169 [ENRLCODE] Student Enrollment

District Record (O.E. Dist No.)

0 = Unclassified
1 = 1-99 students
2 = 100-299
3 = 300-599
4 = 600-999
5 = 1,000-2,499
6 = 2,500-4,999
7 = 5,000-9,999
8 = 10,000-24,999
9 = 25,000+

Building Record

0 = Unclassified
1 = 1-99 students
2 = 100-299
3 = 300-499
4 = 500-749
5 = 750-999
6 = 1,000-1,499
7 = 1,500+

Position	**Description**
*170-170	[PERPUPIL] I.D.P. Code (Instructional Materials Dollars per Pupil) File Type S only. 0 = Unclassified 1 = Under $14.99 2 = $15.00-$24.99 3 = $25.00-$34.99 4 = $35.00-$44.99 5 = $45.00-$54.99 6 = $55.00-$64.99 7 = $65.00-$74.99 8 = $75.00-$149.99 9 = $150.00 and up
*171-171	[BRANDCD] Predominantly Microcomputer Brand Code for Districts: A = Apple T = Atari C = Commodore F = Franklin M = IBM Z = IBM-compatible Q = Macintosh N = No O = Other R = Radio Shack I = Texas Instruments
*172-173	[PERWHITE] Ethnicity White Percentage White students as percentage of total students
*174-175	[PERBLACK] Ethnicity Black Percentage Black students as percentage of total students
*176-177	[PERHISP] Ethnicity Hispanic Percentage Hispanic students as percentage of total students
*178-180	[FIPSCNTY] FIPS County Number (Federal Information Processing Standards) See FIPS County Code Listing
181-194	County Name
*195-198	[MSA] MSA (Metropolitan Statistical Area) Unique number assigned to each metropolitan area. Both urban and center and surrounding suburban areas. Approximately 300 MSA's nationally. See FIPS County Code Listing. [Note to NELS:88 users: consult OMB publication #PB88-217567, Metropolitan Statistical Areas 1988 for lists of codes from this era).
199-199	Urbanicity 0 = Unclassified 2 = Suburban 1 = Urban 3 = Rural
200-200	Community Population Code (File Type "L" -- libraries -- only). 0 = Under 1,000 1 = 1,000-2,499 2 = 2,500-4,999 3 = 5,000-9,999 4 = 10,000-24,999 5 = 25,000-49,999 6 = 50,000-99,999 7 = 100,000-249,999 8 = 250,000-499,999 9 = 500,000+

Position	**Description**
201-203	Job Function-District Personnel 3-digit code for district administrator. Indicates code selected for this person in this order. (Principal is 666) DO NOT USE this field for regular selection. Refer to Positions 216-239 for total job functions per individual.
*204-204	[QEDREC] Record Type 2 = District Record (Includes colleges, main libraries, state departments, and regular districts). If district personnel are provided by name and job code, then all districts data will be replicated in each "district" record provided, one per name. 6 = Building Record (Includes branch libraries, schools). Principal or Librarian by Name, if requested, will be carried in the building record.
205-214	Code Key Optional letters/numbers requested by client for identification.
215-215	Personnel Gender M = Male F = Female (Defaults to Male if unknown)
216-239	Personnel Job Function All 3-digit codes for District Administrators. Supplement to Positions 201-203, where only the job code selected is carried. Use this field for regular selection of district level personnel by job function.
240-243	QED Man Number Applies only to District Personnel. Assigned QED. May contain different names on subsequent tapes.
*244-247	Date of Last Change to Record (DLC) NOTE: 244-245 [YRCHANGE] Year of Change (246-247 is blank Represents last computer update date tag on record YYMM YY = Year MM = Month **District Personnel:** represents date of last update of individual person record. **District Record with no named person:** represents date of last update to district data. If a district were updated in October 1985 and the enrollment and number of students were changed, but the superintendent remained unchanged, the DLC for the superintendent would be the "old date" while the DLC for the district would be 8511.
248-277	Location Address (Optional) Present only if different than mailing address. N.B. Consider all Location fields as one unit; i.e., Location Address, City, State and Zip should be used together if the location state filed is not blank.
278-291	Location City (Optional) Present only if locating address
292-293	Location State (Optional) Present only if locating address

Position	**Description**
294-298	Location Zip Code (Optional) Present only if locating address
299-302	Location Zip code + 4 Reserved for future use
*303-305	[SUBDIST] Subdistrict/Supervisory Union Code (Optional) Links records internally for relationships (not part of key data) **Subdistrict:** Relates sub-units of large district to area office. School buildings always carry main district number in Position 157-161. Subdistrict "district" record carries district administrators housed in area office. Last two digits of code link records. **Supervisory Union Code:** Supervisory Union Code relates district and building records to appropriate "umbrella district". District personnel are carried in Supervisory Union District record in order to reduce duplication. This affects five states: MA, ME, NH, VT, and NE.
*306-309	[NUMSCHL] Number of Schools: Carried in district record only
*310-316	[NUMSTU] Number of Students: Actual number of students
*317-320	[NUMTCHR] Number of Teachers: Actual number of teachers
*321-325	[OEBNUM] O.E. Building Number: Actual key data on QED file, along with O.E. District Number and State
*326-327	[BGRLEV1] Building Grade Level No. 1 (Optional) Buildings only. Used only if school has nonconsecutive grades, e.g., K-1 and 6-8.
*328-329	[BGRLEV2] Building Grade Level No. 2 (Required) Buildings only. Lowest and highest grades taught in school (unless No. 1 also used). If record also contains Grade Level No. 1, then Grade Level 2 contains higher grades. Exceptions: Special schools (See Telephone Update Manual) P = Preschool K = Kindergarten 1-9 = Actual Grade A = 10th Grade B = 11th Grade C = 12th Grade D = Spec. Ed. E = Voc Tech F = Adult Education G = Alternative/Continuation
*330-330	[BSPECED] Building Special Education Classes Y = Yes N = No
*331-331	[BLIBRCTR] Building Library Media Center Y = Yes N = No
*332-332	[BINDART] Building Industrial Art Classes Y = Yes N = No

Position	**Description**
*333-333	[BADULTED] Building Adult Education Classes Y = Yes N = No
*334-334	[BMICROBR] Building Computer-Assisted Instruction Same codes as in Position 171.
*335-336	[QEDSTC] FIPS State Number (Federal Information Processing Standards) Standard numeric two-digit code e.g., AL=01; WY=56 (Possessions have state codes also). N.B. For all institutions except Catholic schools, FIPS state codes denotes legal actual location; a post office box in a different state would cause the mailing state to be different. For Catholic schools, the FIPS state code may be the legal location of the diocesan office and not of the school; the mailing state for a Catholic school, if different, will identify the location state.
*337-337	[FILMCOLL] 16mm Film Collection (File Type S, District Records only) Y = Yes N = No
338-338	Prefix Code (See personal name description, Positions 021-050) Prefix for individual. In this record type, the English Prefix is not usually carried in the name field. Codes are as follows: 0 = Mr./Unknown 1 = Dr. 2 = Ms. 3 = Mrs. 4 = Sister 5 = Brother 6 = Reverend 7 = Miss
*339-339	[DVIDEO] Video (District) Identifies predominant format of district. V = VHS B = Beta I = 3/4" D = Videodisc N = No Y = Yes
*340-340	[BVIDEO] Video (Building) Identifies predominant format of building. Only filled in Record Type 6. Same codes as in Position 339.

Position **Description**

*341-341 [DENRLCHG] % Enrollment Change (District)
Compares number of students within district for current school year with number of students for base school year of 1982.
Codes are as follows:

Decrease	Increase
0 = No Change	H = 1-5%
A = 1-5%	I = 6-10%
B = 6-10%	J = 11-15%
C = 11-15%	K = 16-20%
D = 16-20%	L = 21-30%
E = 21-30%	M = 31-50%
F = 31-50%	N = 51% or more
G = 51% or more	

*342-342 [BENRLCHG] % Enrollment Change (Building)
See Position 341 for codes.
343-344 Unused

Appendix F

Standard Error/Design Effect Tables

Note: For the NELS:88 second follow-up, both unconditional and conditional design effect estimates are presented. Unconditional estimates were calculated using SUDAAN; for details, see Section 3.3 of this report.

Table F-1:
NELS:88 base year student questionnaire data: standard errors and design effects ($N=24,599$)

All Students

Survey item (or composite variable)		Esti-mated	Design S.E.[a]	DEFF	DEFT	N	SRS S.E.[b]
Mother/female guardian living	BYS2A	99.35	0.06	1.35	1.16	24126	0.05
Father/male guardian living	BYS7A	91.48	0.26	1.94	1.39	22775	0.19
Expect to attend public high school	BYS14	88.13	0.43	4.21	2.05	24156	0.21
	BYS34A	29.36	0.65	4.18	2.04	20450	0.32
Father finished college	BYS34B	22.94	0.50	3.03	1.74	21504	0.29
Mother finished college	BYS38B	90.11	0.23	1.39	1.18	24392	0.19
Parents require chores to be done	BYS42A	66.35	0.47	2.18	1.48	22042	0.32
Watch more than 2 hrs of TV per weekday	BYS44A	92.26	0.23	1.73	1.31	24355	0.17
I feel good about myself	BYS44C	11.87	0.25	1.48	1.22	24245	0.21
Good luck more important than hard work	BYS44F	28.50	0.40	1.87	1.37	24266	0.29
Every time I get ahead something stops me	BYS44G	20.16	0.34	1.78	1.34	24258	0.26
Plans hardly work out, makes me unhappy	BYS44L	14.26	0.29	1.64	1.28	24200	0.22
I feel I do not have much to be proud of	BYS45	65.44	0.49	2.62	1.62	24384	0.30
Expects to finish college	BYS46	98.20	0.10	1.46	1.21	24332	0.09
Expects to graduate from high school	BYS50A	73.98	0.41	2.05	1.43	23795	0.28
Talk to father about planning H.S. prgrms	BYS58C	14.96	0.37	2.51	1.58	23849	0.23
Student cutting class a problem at school	BYS58G	15.32	0.35	2.23	1.49	23838	0.23
Student use of alcohol a problem at school	BYS62	57.42	0.60	2.25	1.50	15084	0.40
Parents wanted R to take algebra	BYS66D	41.09	0.51	2.46	1.57	23159	0.32
Enrolled in advanced mathematics	BYS70C	84.14	0.30	1.60	1.26	23379	0.24
English will be useful in my future	BYS71B	15.09	0.32	1.82	1.35	23225	0.23
Afraid to ask questions in social studies	BYS74	17.66	0.37	2.12	1.46	22771	0.25
Ever held back a grade in school	BYS78C	21.86	0.34	1.60	1.26	23062	0.27
Often come to class without homework	BYS82B	47.85	0.57	2.96	1.72	22578	0.33
Participated in school varsity sports	BYS82G	26.67	0.50	2.86	1.69	22383	0.30
Participated in dance	BYS82T	14.89	0.34	2.07	1.44	22120	0.24
Participated in religious organization	BYTXRFS[c]	10.23	0.08	4.12	2.03	23791	0.04
Reading test formula score	BYTXMFS[c]	15.98	0.16	4.99	2.23	23778	0.07
Mathematics test formula score	BYTXSFS[c]	09.86	0.08	4.82	2.20	23765	0.04
Science test formula score	BYTXHFS[c]	15.12	0.11	5.01	2.24	23673	0.05
History/government test formula score							
				2.54	1.56		
Mean				1.35	1.16		
Minimum				5.01	2.24		
Maximum				1.11	0.33		
Standard deviation				2.15	1.47		
Median							

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[a] Standard error calculated taking into account the sample design.

[b] Standard error calculated under assumptions of random sampling.

[c] Although this table does not reflect the rescaling of base year cognitive test items in the second follow-up, the correlation between the cognitive test items before and after the rescaling is 0.99.

Table F-2:
Mean design effects (DEFFs) and root design effects (DEFTs) for base year student questionnaire data

Group	Mean DEFF	Mean DEFT
All students	2.54	1.56
Male[a]	1.98	1.39
Female	1.93	1.38
White and other[b]	2.25	1.48
Black	1.65	1.27
Hispanic	2.06	1.41
Asian/Pacific Islander	2.00	1.40
Public schools	2.27	1.48
Catholic schools	2.70	1.59
Other private schools	8.80	1.83
Low SES	1.58	1.25
Middle SES	1.66	1.28
High SES	1.84	1.34

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[a] Sex categories are based on the composite sex variable.
[b] Race categories are based on the composite race variable.

Note: Each mean is based on 30 items, including four cognitive test items. Although this table does not reflect the rescaling of base year cognitive test items in the second follow-up, the correlation between the cognitive test items before and after the rescaling is 0.99.

Table F-3: NELS:88 first follow-up:
standard errors and design effects for student and dropout completers (N=19,264)[a]

		All Students and Dropouts					
Survey item (or composite variable)		Estimate	Design S.E.[b]	DEFF	DEFT	N	SRS S.E.[c]
Sure to graduate from H.S	F1S18A	95.51	0.403	7.182	2.680	18945	0.150
Sts in collg Prep/acadmc pgm	F1S20C	31.56	0.784	5.362	2.315	18843	0.339
Sts in vocational/tec pgms	F1S20D	11.50	0.435	3.504	1.872	18843	0.232
Watch more than 2hrs/per weekdy	F1S45A	54.52	0.693	3.491	1.868	18026	0.371
Expect to finish college	F1S49	54.95	0.776	4.627	2.151	19023	0.361
At age 30 exp to be a manager	F1S53F	5.23	0.252	2.300	1.517	17959	0.166
At age 30 exp to be in the military	F1S53G	2.97	0.188	2.204	1.485	17959	0.127
At age 30 exp to be an operative	F1S53H	1.43	0.223	6.318	2.513	17959	0.089
At age 30 exp to be a clergyman	F1S53J	18.11	0.535	3.465	1.861	17959	0.287
At age 30 exp to be a technician	F1S53P	4.67	0.223	2.007	1.417	17959	0.157
At age 30 doesn't know what to be	F1S53S	10.47	0.365	5.376	2.319	17959	0.157
Others in home speak Spanish	F1S55	57.69	2.296	8.462	2.909	3919	0.789
I feel good about myself	F1S62A	91.99	0.292	2.083	1.443	18007	0.202
Luck is more imprtnt than hrd wk	F1S62C	12.64	0.460	3.427	1.851	17887	0.248
Something always prevnts success	F1S62F	27.90	0.607	3.277	1.810	17889	0.335
My plans do not work out	F1S62G	22.55	0.545	3.034	1.742	17837	0.313
I do not have much to be proud of	F1S62L	17.41	0.471	2.746	1.657	17800	0.284
Live with other adult male in hh	F1S92C	7.04	0.376	4.129	2.032	19109	0.185
Live with mother in same hh	F1S92D	88.39	0.463	3.991	1.998	19109	0.232
Live with stepmother in same hh	F1S92E	3.04	0.192	2.391	1.546	19109	0.124
Live with boy/girl friend	F1S92H	1.34	0.129	2.396	1.548	19109	0.083
Live with own children	F1S92I	3.69	0.235	2.970	1.723	19109	0.136
Parents require chores to be done	F1S100E	94.29	0.269	2.327	1.525	17324	0.176
#-Grandparents in same household	F1S93C	0.10	0.005	2.462	1.569	16672	0.003
#-Relatives under 18 in same hh	F1S93D	0.09	0.006	2.423	1.557	16625	0.004
#-Nonrelatives under 18 in hh	F1S93F	0.04	0.004	2.202	1.484	16578	0.003
Reading test formula score	F1TXRIR[d]	21.08	0.133	5.215	2.284	17832	0.058
Mathmtcs test formula score	F1TXMIR[d]	35.53	0.220	5.661	2.379	17793	0.092
Science test formula score	F1TXSIR[d]	13.68	0.090	5.581	2.362	17684	0.038
Hist/Geog/Civ test formula score	F1TXHIR[d]	18.94	0.098	5.121	2.263	17591	0.043
Mean				3.858	1.923		
Minimum				2.007	1.417		
Maximum				8.462	2.909		
Standard deviation				1.681	0.408		
Median				3.446	1.856		

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[a] This table is based on the original (1992-1993) release of the first follow-up student file. The second follow-up (1994) release of the first follow-up student data contains a slightly different sample number than the original release. See section 3.1.2 of the *NELS:88 Second Follow-Up: Student Component Data File User's Manual* for additional details about the sample numbers of the two releases.

[b] Standard error calculated taking into account the sample design.

[c] Standard error calculated under assumptions of simple random sampling.

[d] Although this table does not reflect the rescaling of first follow-up cognitive test items in the second follow-up, the correlation between the cognitive test items before and after the rescaling is 0.99.

Table F-4: NELS:88 first follow-up: standard errors and design effects, all respondents, panel sample (N=17,424)[a]

All Students and Dropouts							
Survey item (or composite variable)		**Estimate**	**Design S.E.[b]**	**DEFF**	**DEFT**	**N**	**SRS S.E.[c]**
Sure to graduate from H.S.	F1S18A	95.82	0.420	7.580	2.753	17208	0.153
STS in college prep/academic pgms	F1S20C	32.61	0.837	5.439	2.332	17065	0.359
STS in vocational/technical pgms	F1S20D	11.08	0.439	3.337	1.827	17065	0.240
Watch TV more than 2 hrs/per wkday	F1S45A	54.44	0.719	3.428	1.851	16448	0.388
Expect to finish college	F1S49	56.47	0.799	4.473	2.115	17223	0.378
At age 30 expect to be a manager	F1S53F	5.22	0.272	2.440	1.562	16333	0.174
At age 30 exp to be in the military	F1S53G	2.94	0.196	2.197	1.482	16333	0.132
At age 30 exp to be an operative	F1S53H	1.47	0.244	6.723	2.593	16333	0.094
At age 30 exp to be a clergyman	F1S53J	18.58	0.561	3.398	1.843	16333	0.304
At age 30 expect to be technician	F1S53P	4.63	0.215	1.708	1.307	16333	0.165
At age 30 doesn't know what to be	F1S53S	10.11	0.370	5.059	2.249	16333	0.165
Others in home speak Spanish	F1S55	57.59	2.232	6.921	2.631	3394	0.848
I feel good about myself	F1S62A	92.09	0.311	2.185	1.478	16450	0.210
Luck is more imp than hard work	F1S62C	12.12	0.458	3.218	1.794	16345	0.255
Something always prevents success	F1S62F	27.24	0.639	3.369	1.835	16351	0.348
My plans do not work out	F1S62G	21.92	0.557	2.955	1.719	16301	0.324
I do not have much to be proud of	F1S62L	16.79	0.471	2.583	1.607	16269	0.293
Live with other adult male in hh	F1S92C	6.85	0.410	4.558	2.135	17302	0.192
Live with mother in same hh	F1S92D	88.59	0.501	4.297	2.073	17302	0.242
Live with stepmother in same hh	F1S92E	3.11	0.213	2.607	1.615	17302	0.132
Live with boy/girl friend	F1S92H	1.28	0.136	2.527	1.589	17302	0.085
Live with own children	F1S92I	3.61	0.248	3.059	1.749	17302	0.142
Parents require chores to be done	F1S100E	94.52	0.277	2.350	1.533	15857	0.181
#-Grandparents in same household	F1S93C	0.10	0.005	2.390	1.546	15305	0.003
#-Relatives under 18 in same house	F1S93D	0.08	0.006	2.565	1.601	15264	0.004
#-Nonreltves under 18 in same hh	F1S93F	0.04	0.004	2.170	1.473	15227	0.003
Reading test formula score	F1TXRIR[d]	21.31	0.136	5.014	2.239	16304	0.061
Mathematics test formula score	F1TXMIR[d]	35.93	0.222	5.342	2.311	16270	0.096
Science test formula score	F1TXSIR[d]	13.80	0.092	5.341	2.311	16181	0.040
History/Geog/Civ test formla score	F1TXHIR[d]	19.11	0.099	4.816	2.194	16096	0.045
Mean				3.802	1.912		
Minimum				1.708	1.307		
Maximum				7.580	2.753		
Standard deviation				1.574	0.390		
Median				3.353	1.831		

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[a] This table is based on the original (1992-1993) release of the first follow-up student file. The second follow-up (1994) release of the first follow-up student data contains a slightly different sample number than the original release. See section 3.1.2 of the *NELS:88 Second Follow-Up: Student Component Data File User's Manual* for details about the sample numbers of the two releases.

[b] Standard error calculated taking into account the sample design.

[c] Standard error calculated under assumptions of simple random sampling.

[d] Although this table does not reflect the rescaling of first follow-up cognitive test items in the second follow-up, the correlation between the cognitive test items before and after the rescaling is 0.99.

**Table F-5: NELS:88 first follow-up:
mean design effects (DEFFs) and root design effects (DEFTs)
for student and dropout questionnaire data--full sample[a]**

Group	Mean DEFF	Mean DEFT
Students	3.858	1.923
Dropouts	4.713	1.999
Male[b]	3.370	1.797
Female	3.454	1.813
White	3.051	1.712
Black	3.615	1.827
Hispanic	3.555	1.755
Asian/Pacific Islander	2.765	1.627
American Indian/ Alaskan Native	2.415	1.442
Public schools	3.226	1.755
Catholic schools	2.668	1.535
Other private schools	6.650	2.421
Low SES	2.838	1.649
Middle SES	3.088	1.719
High SES	3.477	1.797
Urban	3.478	1.847
Suburban	3.475	1.799
Rural	2.668	1.578

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[a] This table is based on the original (1992-1993) release of the first follow-up student file. The second follow-up (1994) release of the first follow-up student data contains a slightly different sample number than the original release. See section 3.1.2 of the *NELS:88 Second Follow-Up: Student Component Data File User's Manual* for additional details about the sample numbers of the two releases.

[b] Sex categories are based on the composite sex variable.

Note: Each mean is based on 30 items, including four cognitive test items. Although this table does not reflect the rescaling of first follow-up cognitive test items in the second follow-up, the correlation between the cognitive test items before and after the rescaling is 0.99.

Table F-6: NELS:88 first follow-up: mean design effects (DEFFs) and root design effects (DEFTs) for student and dropout questionnaire data--panel sample[a]

Group	Mean DEFF	Mean DEFT
Students	3.802	1.912
Dropouts	4.705	1.997
Male[b]	3.456	1.817
Female	3.324	1.783
White	3.101	1.729
Black	3.804	1.867
Hispanic	2.643	1.591
Asian/Pacific Islander	2.758	1.609
American Indian/ Alaskan Native	2.066	1.362
Public schools	3.147	1.736
Catholic schools	2.619	1.513
Other private schools	6.529	2.391
Low SES	2.797	1.644
Middle SES	3.138	1.732
High SES	3.576	1.817
Urban	3.463	1.842
Suburban	3.412	1.788
Rural	2.634	1.571

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[a] This table is based on the original (1992-1993) release of the first follow-up student file. The second follow-up (1994) release of the first follow-up student data contains a slightly different sample number than the original release. See section 3.1.2 of the *NELS:88 Second Follow-Up: Student Component Data File User's Manual* for additional details about the sample numbers of the two releases.

[b] Sex categories are based on the composite sex variable.

Note: Each mean is based on 30 items, including four cognitive test items. Although this table does not reflect the rescaling of first follow-up cognitive test items in the second follow-up, the correlation between the cognitive test items before and after the rescaling is 0.99.

Table F-7: NELS:88 first follow-up: standard errors and design effects, dropouts, full sample (N=1,043)[a]

Survey item (or composite variable)		Dropouts					
		Estimate	Design S.E.[b]	DEFF	DEFT	N	SRS S.E.[c]
R could not get along w/others	F1D6E	19.05	2.604	4.392	2.096	1000	1.243
R had no feeling of safety in school	F1D6K	11.41	2.142	4.535	2.129	1000	1.006
R had no feeling of belonging	F1D6P	24.97	3.230	5.563	2.359	1000	1.369
R dropped out because failing grades	F1D6R	42.10	3.506	5.038	2.245	1000	1.562
R had passing grade when last in school	F1D9	18.10	2.185	3.265	1.807	1015	1.209
Sts were in college prep/acad program	F1D16C	7.70	3.208	14.686	3.832	1015	0.837
Sts were in vocatnl/tech training	F1D16D	12.16	1.952	3.617	1.902	1015	1.026
Sts expect to finish college	F1D38	12.36	2.611	6.457	2.541	1027	1.027
At age 30 exp to be an employee	F1D39A	9.27	1.855	3.925	1.981	960	0.936
At age 30 exp to be a farmer	F1D39C	4.12	3.291	26.265	5.125	960	0.642
At age 30 exp to be a homemaker	F1D39D	3.01	0.828	2.255	1.502	960	0.551
At age 30 exp to be a manager	F1D39F	4.69	1.130	2.742	1.656	960	0.682
At age 30 exp to be in the military	F1D39G	3.61	0.652	1.172	1.083	960	0.602
At age 30 exp to be an operative	F1D39H	4.30	0.934	2.033	1.426	960	0.655
At age 30 exp to be a clergyman	F1D39J	7.45	2.708	10.201	3.194	960	0.848
At age 30 exp to be a school teacher	F1D39N	0.40	0.191	0.889	0.943	960	0.203
At age 30 exp to be a technician	F1D39P	2.90	0.600	1.227	1.108	960	0.542
At age 30 do not know what to be	F1D39S	15.16	1.735	2.244	1.498	960	1.158
Others in home speak spanish	F1D42	78.99	4.734	3.686	1.920	274	2.466
Live w/father in same house	F1D86A	31.16	2.558	3.084	1.756	1012	1.457
Live w/other adult male in hh	F1D86C	14.13	2.109	3.706	1.925	1012	1.095
Live with mother in same hh	F1D86D	69.97	2.814	3.810	1.952	1012	1.442
Live w/stepmother in same hh	F1D86E	2.66	0.635	1.576	1.255	1012	0.506
Live w/other adult female in hh	F1D86F	15.39	2.657	5.482	2.341	1012	1.135
Live with boy/girl friend	F1D86H	7.31	1.173	2.052	1.433	1012	0.809
Live with own children	F1D86I	18.42	2.448	4.031	2.008	1012	1.219
#-Sisters living in same hh	F1D87B	0.63	0.063	4.431	2.105	958	0.030
#-Grandparents in same hh	F1D87C	0.16	0.038	6.109	2.472	932	0.015
#-Relatives under 18 in same hh	F1D87D	0.19	0.030	1.056	1.028	934	0.029
#-Non relatives under 18 same hh	F1D87F	0.11	0.028	1.858	1.363	927	0.021
Mean				4.713	1.999		
Minimum				0.889	0.943		
Maximum				26.265	5.125		
Standard deviation				4.953	0.860		
Median				3.696	1.923		

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[a] This table is based on the original (1992-1993) release of the first follow-up student file. The second follow-up (1994) release of the first follow-up student data contains a slightly different sample number than the original release. See section 3.1.2 of the *NELS:88 Second Follow-Up: Student Component Data File User's Manual* for additional details about the sample numbers of the two releases.

[b] Standard error calculated taking into account the sample design.

[c] Standard error calculated under assumptions of simple random sampling.

Table F-8: NELS:88 first follow-up: standard errors and design effects, dropouts, panel sample (N=765)[a]

Dropouts

Survey item (or composite variable)		Estimate	Design S.E.[b]	DEFF	DEFT	N	SRS S.E.[c]
R could not get alng w/others	F1D6E	20.05	3.228	4.784	2.187	737	1.476
R had no feeling of safety in school	F1D6K	12.12	2.648	4.845	2.201	737	1.203
R had no feeling of belonging	F1D6P	23.22	3.932	6.382	2.526	737	1.556
R dropped out because of failing grades	F1D6R	39.87	4.083	5.118	2.262	737	1.805
R had passng grades when last in school	F1D9	16.95	1.956	2.022	1.422	745	1.376
Sts were in college prep/acad program	F1D16C	8.43	4.084	16.035	4.004	743	1.020
Sts were in vocational/tech training	F1D16D	13.21	2.365	3.619	1.902	743	1.243
Sts expect to finish college	F1D38	11.84	3.177	7.300	2.702	756	1.176
At age 30 exp to be an employee	F1D39A	9.52	2.182	3.884	1.971	704	1.107
At age 30 exp to be a farmer	F1D39C	5.29	4.147	24.127	4.912	704	0.844
At age 30 exp to be a homemaker	F1D39D	2.20	0.786	2.016	1.420	704	0.554
At age 30 exp to be a manager	F1D39F	4.95	1.430	3.058	1.749	704	0.818
At age 30 exp to be in the military	F1D39G	3.54	0.788	1.277	1.130	704	0.697
At age 30 exp to be an operative	F1D39H	4.45	1.141	2.153	1.467	704	0.778
At age 30 exp to be a clergyman	F1D39J	6.73	2.772	8.611	2.934	704	0.945
At age 30 exp to be a school teacher	F1D39N	0.49	0.247	0.883	0.939	704	0.263
At age 30 exp to be a technician	F1D39P	2.92	0.678	1.142	1.068	704	0.635
At age 30 do not know what to be	F1D39S	15.03	2.012	2.228	1.493	704	1.348
Others in home speak spanish	F1D42	79.63	5.197	3.347	1.829	202	2.841
Live with father in same house	F1D86A	30.89	3.018	3.144	1.773	738	1.702
Live with other adult male in hh	F1D86C	14.28	2.502	3.769	1.941	738	1.289
Live with mother in same hh	F1D86D	68.29	3.366	3.856	1.964	738	1.714
Live with stepmother in same hh	F1D86E	2.83	0.780	1.631	1.277	738	0.611
Live with other adult female in hh	F1D86F	16.27	3.274	5.800	2.408	738	1.359
Live with boy/girl friend	F1D86H	7.62	1.394	2.033	1.426	738	0.978
Live with own children	F1D86I	18.90	2.932	4.133	2.033	738	1.442
#-sisters living in same household	F1D87B	0.62	0.077	5.433	2.331	696	0.033
#-grandparents in same household	F1D87C	0.17	0.047	6.252	2.500	674	0.019
#-relatives under 18 in same house	F1D87D	0.21	0.039	1.061	1.030	679	0.038
#-non relatves undr 18 in same hh	F1D87F	0.12	0.028	1.211	1.101	672	0.025
Mean				4.705	1.997		
Minimum				0.883	0.939		
Maximum				24.127	4.912		
Standard deviation				4.748	0.862		
Median				3.694	1.922		

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[a] This table is based on the original (1992-1993) release of the first follow-up student file. The second follow-up (1994) release of the first follow-up student data contains a slightly different sample number than the original release. See section 3.1.2 of the *NELS:88 Second Follow-Up: Student Component Data File User's Manual* for additional details about the sample numbers of the two releases.

[b] Standard error calculated taking into account the sample design.

[c] Standard error calculated under assumptions of simple random sampling.

Table F-9: NELS:88 second follow-up: student and dropout standard errors and design effects, all respondents; full sample (N=19,220)

All Students and Dropouts

Survey item (or composite variable)		Esti-mate	Design S.E.[b]	(unconditional) DEFF	(conditional)[a] DEFF	DEFT	N	SRS S.E.[c]
There are many gangs in school	F2S7H	18.818	0.682	5.718	5.712	2.390	18761	0.285
I cut or skipped classes	F2S9B	2.956	0.073	4.681	4.610	2.147	18763	0.034
High school program - college prep	F2S12AB	35.860	0.679	3.797	3.796	1.948	18938	0.348
High school prgram - voc/tech prgms	F2S12AD	14.612	0.461	3.226	3.226	1.796	18938	0.257
Time watching TV during week	F2S35A[d]	78.539	0.520	2.632	2.633	1.623	16414	0.320
Being successful in line of work	F2S40A	98.733	0.156	3.677	3.699	1.923	19012	0.081
Level schl R's mother wants R cmplte	F2S42B	45.556	0.633	2.835	2.832	1.683	17532	0.376
Level school R anticipates completing	F2S43	30.215	0.610	3.243	3.245	1.801	18386	0.339
At age 30 R expects to be a manager	F2S64BF	5.777	0.251	2.107	2.105	1.451	18189	0.173
At age 30 R expects to be technician	F2S64BP	5.926	0.258	2.177	2.172	1.474	18189	0.175
I feel good about myself	F2S66A	93.523	0.291	2.400	2.401	1.549	17172	0.188
Luck more important than hard work	F2S66C	12.106	0.472	3.582	3.577	1.891	17082	0.250
Something always prevents success	F2S66F	25.916	0.578	2.967	2.968	1.723	17056	0.336
Plans hardly ever work out	F2S66G	21.750	0.564	3.178	3.177	1.782	16998	0.316
I do not have much to be proud of	F2S66L	15.860	0.471	2.821	2.823	1.680	16984	0.280
Chances R's life better than parents	F2S67K	60.872	0.651	3.005	3.005	1.734	16889	0.376
Number friends plan to attend college	F2S69E	48.259	0.750	3.934	3.931	1.983	17449	0.378
Relationship with fthr/mthr R's child	F2S79	25.365	2.195	3.508	3.510	1.873	1379	1.172
Amt earn/hour current/mst recent job	F2S91	5.472	0.027	2.937	2.848	1.688	11776	0.016
Amt earn from job R spends to go out	F2S92B	14.697	0.468	2.564	2.569	1.603	14706	0.292
Amt earn from job R spends on rent	F2S92D	3.876	0.269	2.849	2.844	1.687	14645	0.160
Last 2 yrs family memb in drug rehab	F2S96P	7.561	0.288	2.212	2.218	1.489	18690	0.193
Who decides if R can have job	F2S98C	57.361	0.701	3.139	3.143	1.773	15644	0.395
R's futr faml to be simlr to own faml	F2S100F	39.756	0.658	2.726	2.724	1.650	15069	0.399
English is native language	F2S107	10.732	0.747	11.114	11.118	3.334	19088	0.224
How well does R speak English	F2S109B	5.148	0.994	4.082	4.087	2.022	2020	0.492
Reading IRT-estimated number right	F22XRIRR	32.182	0.190	4.561	4.769	2.184	14176	0.087
Mathematics IRT-estmted nmbr right	F22XMIRR	46.859	0.290	5.318	5.559	2.358	14183	0.123
Science IRT-estimated number right	F22XSIRR	22.853	0.119	4.762	5.041	2.245	14080	0.053
Hist/Cit/Geo IRT-estmted nmbr right	F22XHIRR	34.279	0.102	4.658	4.917	2.217	14011	0.046
Mean				3.680	3.709	1.890		
Minimum				2.107	2.105	1.451		
Maximum				11.114	11.118	3.334		
Standard deviation				1.660	1.685	0.369		
Median				3.202	3.201	1.789		

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[a] "Unconditional" design effects are calculated using SUDAAN. "Conditional" design effects are calculated by taking the ratio of the design adjusted standard error obtained from CDCTAB and dividing it by the weighted simple random sample standard error obtained from SAS. See section 3.3 for further details.

[b] Standard error calculated taking into account the sample design.

[c] Standard error calculated under assumptions of simple random sampling, used in the calculation of the conditional design effect.

[d] Question asked on student questionnaire only.

Table F-10: NELS:88 second follow-up: student and dropout standard errors and design effects, all respondents; F2 panel sample (N=16,489)

All Students and Dropouts

Survey item (or composite variable)		Esti-	Design	(unconditional)	(conditional)			SRS
		mate	S.E.[a]	DEFF	DEFF	DEFT	N	S.E.[b]
There are many gangs in school	F2S7H	18.387	0.734	5.792	5.795	2.407	16142	0.305
I cut or skipped classes	F2S9B	2.897	0.081	5.075	5.063	2.250	16141	0.036
High school program - college prep	F2S12AB	37.986	0.754	3.931	3.933	1.983	16295	0.380
High school prgram - voc/tech prgms	F2S12AD	14.307	0.475	2.995	2.999	1.732	16295	0.274
Time watching TV during week	F2S35A[c]	78.433	0.532	2.409	2.410	1.552	14403	0.343
Being successful in line of work	F2S40A	98.791	0.170	3.944	3.955	1.989	16345	0.085
Level schl R's mother wants R cmplte	F2S42B	45.826	0.678	2.811	2.814	1.677	15197	0.404
Level school R anticipates completing	F2S43	30.671	0.625	2.923	2.919	1.709	15892	0.366
At age 30 R expects to be a manager	F2S64BF	5.515	0.255	1.964	1.960	1.400	15710	0.182
At age 30 R expects to be technician	F2S64BP	5.672	0.276	2.236	2.237	1.496	15710	0.185
I feel good about myself	F2S66A	93.518	0.293	2.115	2.122	1.457	14981	0.201
Luck more important than hard work	F2S66C	11.375	0.493	3.600	3.594	1.896	14908	0.260
Something always prevents success	F2S66F	25.341	0.608	2.903	2.908	1.705	14881	0.357
Plans hardly ever work out	F2S66G	21.263	0.612	3.319	3.320	1.822	14838	0.336
I do not have much to be proud of	F2S66L	14.963	0.484	2.734	2.729	1.652	14822	0.293
Chances R's life better than parents	F2S67K	61.002	0.702	3.060	3.055	1.748	14750	0.402
Number friends plan to attend college	F2S69E	50.206	0.809	3.950	3.954	1.989	15104	0.407
Relationship with fthr/mthr R's child	F2S79	26.631	2.642	3.875	3.880	1.970	1086	1.341
Amt earn/hour current/mst recent job	F2S91	5.459	0.030	3.138	3.114	1.765	10273	0.017
Amt earn from job R spends to go out	F2S92B	14.450	0.496	2.560	2.557	1.599	12848	0.310
Amt earn from job R spends on rent	F2S92D	3.386	0.238	2.216	2.215	1.488	12791	0.160
Last 2 yrs family memb in drug rehab	F2S96P	7.578	0.301	2.077	2.083	1.443	16102	0.209
Who decides if R can have job	F2S98C	56.753	0.721	2.895	2.897	1.702	13680	0.424
R's futr faml to be simlr to own faml	F2S100F	39.618	0.704	2.735	2.738	1.655	13217	0.425
English is native language	F2S107	8.814	0.649	8.610	8.600	2.933	16410	0.221
How well does R speak English	F2S109B	2.499	0.890	4.711	4.717	2.172	1451	0.410
Reading IRT-estimated number right	F22XRIRR	32.753	0.187	4.124	4.317	2.078	12718	0.090
Mathematics IRT-estmted nmbr right	F22XMIRR	47.593	0.291	4.927	5.169	2.273	12714	0.128
Science IRT-estimated number right	F22XSIRR	23.203	0.116	4.220	4.448	2.109	12631	0.055
Hist/Cit/Geo IRT-estmted nmbr right	F22XHIRR	34.583	0.101	4.154	4.428	2.104	12572	0.048
Mean				3.533	3.564	1.858		
Minimum				1.964	1.960	1.400		
Maximum				8.610	8.600	2.933		
Standard deviation				1.346	1.366	0.332		
Median				3.048	2.959	1.720		

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[a] Standard error calculated taking into account the sample design.

[b] Standard error calculated under assumptions of simple random sampling, used in the calculation of the conditional design effect.

[c] Question asked on student questionnaire only.

Table F-11: NELS:88 second follow-up: student and dropout standard errors and design effects, all respondents; F1F2 panel sample (N=18,116)

All Students and Dropouts

Survey item (or composite variable)		Esti-mate	Design S.E.[a]	(unconditional) DEFF	(conditional) DEFF	DEFT	N	SRS S.E.[b]
There are many gangs in school	F2S7H	18.596	0.694	5.627	5.632	2.373	17700	0.292
I cut or skipped classes	F2S9B	2.931	0.076	4.807	4.997	2.235	17708	0.034
High school program - college prep	F2S12AB	36.665	0.706	3.832	3.835	1.958	17868	0.361
High school prgram - voc/tech prgms	F2S12AD	14.623	0.475	3.224	3.229	1.797	17868	0.264
Time watching TV during week	F2S35A[c]	78.707	0.528	2.592	2.592	1.610	15583	0.328
Being successful in line of work	F2S40A	98.694	0.165	3.781	3.788	1.946	17933	0.085
Level schl R's mother wants R cmplte	F2S42B	45.741	0.644	2.769	2.771	1.665	16585	0.387
Level school R anticipates completing	F2S43	30.104	0.618	3.152	3.153	1.776	17372	0.348
At age 30 R expects to be a manager	F2S64BF	5.767	0.261	2.163	2.156	1.468	17197	0.178
At age 30 R expects to be technician	F2S64BP	5.725	0.258	2.124	2.121	1.456	17197	0.177
I feel good about myself	F2S66A	93.560	0.279	2.100	2.105	1.451	16290	0.192
Luck more important than hard work	F2S66C	12.101	0.506	3.904	3.901	1.975	16206	0.256
Something always prevents success	F2S66F	25.957	0.579	2.819	2.823	1.680	16184	0.345
Plans hardly ever work out	F2S66G	21.779	0.572	3.103	3.098	1.760	16133	0.325
I do not have much to be proud of	F2S66L	15.577	0.467	2.671	2.673	1.635	16115	0.286
Chances R's life better than parents	F2S67K	61.023	0.667	2.994	2.997	1.731	16025	0.385
Number friends plan to attend college	F2S69E	48.775	0.772	3.931	3.934	1.983	16491	0.389
Relationship with fthr/mthr R's child	F2S79	25.138	2.313	3.548	3.551	1.884	1249	1.227
Amt earn/hour current/mst recent job	F2S91	5.463	0.028	2.980	2.063	1.750	11191	0.016
Amt earn from job R spends to go out	F2S92B	14.411	0.475	2.549	2.553	1.598	13958	0.297
Amt earn from job R spends on rent	F2S92D	3.465	0.219	2.000	1.993	1.412	13899	0.155
Last 2 yrs family memb in drug rehab	F2S96P	7.521	0.284	2.052	2.046	1.430	17642	0.199
Who decides if R can have job	F2S98C	57.199	0.702	2.986	2.990	1.729	14853	0.406
R's futr faml to be simlr to own faml	F2S100F	40.058	0.677	2.733	2.735	1.654	14331	0.409
English is native language	F2S107	10.071	0.768	11.743	11.732	3.425	18014	0.224
How well does R speak English	F2S109B	4.263	1.153	5.831	5.837	2.416	1792	0.477
Reading IRT-estimated number right	F22XRIRR	32.383	0.191	4.474	4.771	2.170	13668	0.088
Mathematics IRT-estmted nmbr right	F22XMIRR	47.059	0.289	5.115	5.345	2.312	13671	0.125
Science IRT-estimated number right	F22XSIRR	22.947	0.117	4.519	4.694	2.167	13574	0.054
Hist/Cit/Geo IRT-estmted nmbr right	F22XHIRR	34.381	0.103	4.610	4.803	2.191	13507	0.047
Mean				3.691	3.729	1.888		
Minimum				2.000	1.993	1.412		
Maximum				11.743	11.732	3.425		
Standard deviation				1.826	1.844	0.405		
Median				3.128	3.048	1.746		

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[a] Standard error calculated taking into account the sample design.

[b] Standard error calculated under assumptions of simple random sampling, used in the calculation of the conditional design effect.

[c] Question asked on student questionnaire only.

Table F-12: NELS:88 second follow-up: mean design effects (DEFFs) and root design effects (DEFTs) for student and dropout questionnaire data--full sample

Group	Unconditional Mean DEFF	Unconditional Mean DEFT	Conditional Mean DEFF	Conditional Mean DEFT
All Respondents	3.680	1.884	3.709	1.890
Dropouts	2.987	1.706	2.929	1.690
Male[a]	3.104	1.732	3.080	1.724
Female	3.212	1.778	3.219	1.778
White	3.105	1.743	3.108	1.743
Black	3.130	1.731	2.959	1.690
Hispanic	2.746	1.618	2.830	1.647
Asian/Pacific Islander	2.458	1.541	2.690	1.621
American Indian/ Alaskan Native	3.311	1.694	3.276	1.686
Public schools	3.121	1.734	3.127	1.736
Catholic schools	2.539	1.562	2.594	1.577
Non-Catholic private schools	5.973	2.310	7.172	2.526
Low SES	2.950	1.685	2.936	1.681
Middle SES	2.530	1.574	2.529	1.574
High SES	3.854	1.922	3.963	1.950
Urban	3.761	1.902	3.868	1.925
Suburban	2.988	1.702	2.900	1.648
Rural	3.308	1.687	3.355	1.700

[a] Sex categories are based on the composite sex variable.

Note: Each mean is based on 30 questionnaire items.

Table F-13: NELS:88 second follow-up: mean design effects (DEFFs) and root design effects (DEFTs) for student and dropout questionnaire data--F2 panel sample

Group	Unconditional Mean DEFF	Unconditional Mean DEFT	Conditional Mean DEFF	Conditional Mean DEFT
All Respondents	3.533	1.851	3.564	1.858
Dropouts	2.965	1.700	2.878	1.677
Male[a]	3.071	1.725	3.078	1.727
Female	3.176	1.750	3.208	1.759
White	3.085	1.729	3.101	1.733
Black	3.280	1.755	3.076	1.707
Hispanic	2.650	1.597	2.737	1.627
Asian/Pacific Islander	2.444	1.527	2.556	1.549
American Indian/ Alaskan Native	2.293	1.457	2.209	1.430
Public schools	2.928	1.680	2.934	1.681
Catholic schools	2.494	1.541	2.541	1.555
Non-Catholic private schools	6.190	2.369	7.301	2.577
Low SES	2.784	1.635	2.772	1.632
Middle SES	2.467	1.594	2.464	1.552
High SES	3.693	1.871	3.792	1.896
Urban	3.503	1.828	3.604	1.854
Suburban	2.924	1.683	2.936	1.686
Rural	3.002	1.620	3.074	1.639

[a] Sex categories are based on the composite sex variable.

Note: Each mean is based on 30 questionnaire items.

Table F-14: NELS:88 second follow-up: mean design effects (DEFFs) and root design effects (DEFTs) for student and dropout questionnaire data--F1F2 panel sample

Group	Unconditional Mean DEFF	Unconditional Mean DEFT	Conditional Mean DEFF	Conditional Mean DEFT
All Respondents	3.691	1.879	3.729	1.888
Dropouts	2.929	1.120	2.843	1.666
Male[a]	3.055	1.718	3.061	1.719
Female	3.177	1.760	3.209	1.768
White	3.000	1.709	3.015	1.713
Black	3.170	1.740	2.975	1.693
Hispanic	2.860	1.642	2.945	1.671
Asian/Pacific Islander	2.431	1.530	2.674	1.610
American Indian/ Alaskan Native	3.387	1.691	3.290	1.671
Public schools	3.180	1.743	3.148	1.735
Catholic schools	2.480	1.538	2.532	1.553
Non-Catholic private schools	6.170	2.371	7.368	2.591
Low SES	2.921	1.669	2.908	1.666
Middle SES	2.462	1.551	2.462	1.551
High SES	3.706	1.877	3.810	1.904
Urban	3.508	1.830	3.608	1.856
Suburban	2.982	1.702	3.005	1.707
Rural	3.490	1.697	3.556	1.714

[a] Sex categories are based on the composite sex variable.

Note: Each mean is based on 30 questionnaire items.

Table F-15: NELS:88 second follow-up: student and dropout standard errors and design effects, dropouts, full sample (*N*=2,028)

Dropouts

Survey item (or composite variable)		Estimate	Design S.E.[a]	(unconditional) DEFF	(conditional) DEFF	DEFT	N	SRS S.E.[b]
What year did R last attend school	F2D6Y	53.802	1.907	2.923	2.925	1.710	1999	1.115
What grade was R last in at school	F2D7	49.946	1.878	2.827	2.830	1.682	2006	1.116
Reason for leaving school	F2D9AD	15.312	1.289	2.445	2.445	1.564	1908	0.824
There are many gangs in school	F2D18H	28.201	1.861	3.280	3.281	1.811	1918	1.027
I cut or skipped classes	F2D19B	6.046	0.264	4.392	3.315	1.821	1912	0.145
High school program - college prep	F2D20C	5.030	0.558	1.249	1.248	1.117	1915	0.499
High school prgram - voc/tech prgms	F2D20D	14.878	1.540	3.583	3.586	1.894	1915	0.813
R enrlld in jr coll/voc programs	F2D23B	4.019	0.963	4.702	4.700	2.168	1955	0.444
Being successful in line of work	F2D36A	97.730	0.385	1.322	1.320	1.149	1976	0.335
Level schl R's mother wants R cmplte	F2D37B	30.854	1.910	3.181	3.184	1.784	1862	1.070
Level school R anticipates completing	F2D38	11.042	1.299	3.220	3.223	1.795	1876	0.724
At age 30 R expects to be a manager	F2D40AD	8.637	0.892	1.967	1.969	1.403	1953	0.636
At age 30 R expects to be technician	F2D40AO	9.050	0.940	2.096	2.097	1.448	1953	0.649
Amt earn/hour current/mst recent job	F2D45K	5.611	0.076	2.885	2.221	1.490	1534	0.051
Amt earn from job R spends to go out	F2D47B	9.453	1.024	1.859	1.860	1.364	1518	0.751
I feel good about myself	F2D57A	91.491	1.008	2.342	2.341	1.530	1794	0.659
Luck more important than hard work	F2D57C	18.906	1.879	4.115	4.117	2.029	1788	0.926
Something always prevents success	F2D57F	42.633	1.948	2.771	2.773	1.665	1787	1.170
Plans hardly ever work out	F2D57G	34.341	1.742	2.399	2.400	1.549	1783	1.125
I do not have much to be proud of	F2D57L	21.810	1.575	2.596	2.598	1.612	1786	0.977
Chances R's life better than parents	F2D58K	52.523	2.077	3.094	3.095	1.759	1789	1.181
Number friends plan to attend college	F2D59E	13.463	1.371	3.139	3.143	1.773	1948	0.773
Relationship with fthr/mthr R's child	F2D69	32.167	3.343	3.688	3.693	1.922	721	1.740
Events occrd in R's family last 2 yrs	F2D80L	13.352	1.164	2.284	2.285	1.512	1951	0.770
Last 2 yrs family memb in drug rehab	F2D80P	10.583	0.980	1.980	1.982	1.408	1953	0.696
Who decides if R can have job	F2D81C	84.902	2.011	3.819	3.821	1.955	1211	1.029
R's futr faml to be simlr to own faml	F2D82F	47.811	2.513	3.042	3.045	1.745	1203	1.440
English is native language	F2D89	13.010	1.695	5.098	5.100	2.258	2009	0.751
How well does R speak English	F2D91B	6.604	2.995	4.335	4.348	2.085	299	1.436
Mean				2.987	2.929	1.690		
Minimum				1.249	1.248	1.117		
Maximum				5.098	5.100	2.258		
Standard deviation				0.945	0.921	0.272		
Median				2.875	2.801	1.674		

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[a] Standard error calculated taking into account the sample design.

[b] Standard error calculated under assumptions of simple random sampling, used in the calculation of the conditional design effect.

Table F-16: NELS:88 second follow-up: standard errors and design effects, dropouts, F2 panel sample (N=1,512)

Dropouts

Survey item (or composite variable)		**Estimate**	**Design S.E.**[a]	**(unconditional) DEFF**	**(conditional) DEFF**	**DEFT**	**N**	**SRS S.E.**[b]
What year did R last attend school	F2D6Y	56.860	2.215	2.977	2.978	1.726	1489	1.284
What grade was R last in at school	F2D7	49.785	2.202	2.899	2.902	1.703	1496	1.293
Reason for leaving school	F2D9AD	14.155	1.468	2.523	2.525	1.589	1424	0.924
There are many gangs in school	F2D18H	28.239	2.210	3.450	3.451	1.858	1432	1.190
I cut or skipped classes	F2D19B	5.839	0.313	5.063	3.471	1.863	1428	0.168
High school program - college prep	F2D20C	5.261	0.626	1.127	1.127	1.061	1433	0.590
High school prgram - voc/tech prgms	F2D20D	16.437	1.872	3.653	3.656	1.912	1433	0.979
R enrlld in jr coll/voc programs	F2D23B	3.459	0.963	4.066	4.066	2.016	1464	0.478
Being successful in line of work	F2D36A	97.694	0.475	1.481	1.479	1.216	1477	0.391
Level schl R's mother wants R cmplte	F2D37B	30.818	2.258	3.340	3.343	1.828	1398	1.235
Level school R anticipates completing	F2D38	9.709	1.084	1.881	1.883	1.372	1405	0.790
At age 30 R expects to be a manager	F2D40AD	9.177	1.068	1.993	1.995	1.413	1458	0.756
At age 30 R expects to be technician	F2D40AO	8.433	1.003	1.900	1.899	1.378	1458	0.728
Amt earn/hour current/mst recent job	F2D45K	5.630	0.097	3.534	2.529	1.590	1157	0.061
Amt earn from job R spends to go out	F2D47B	8.970	1.227	2.108	2.109	1.452	1144	0.845
I feel good about myself	F2D57A	91.183	1.203	2.406	2.407	1.551	1337	0.775
Luck more important than hard work	F2D57C	17.018	1.998	3.771	3.774	1.943	1335	1.029
Something always prevents success	F2D57F	43.891	2.226	2.679	2.680	1.637	1332	1.360
Plans hardly ever work out	F2D57G	35.823	2.202	2.803	2.805	1.675	1330	1.315
I do not have much to be proud of	F2D57L	21.097	1.682	2.261	2.262	1.504	1331	1.118
Chances R's life better than parents	F2D58K	52.094	2.463	3.245	3.248	1.802	1336	1.367
Number friends plan to attend college	F2D59E	13.064	1.459	2.733	2.735	1.654	1459	0.882
Relationship with fthr/mthr R's child	F2D69	34.498	4.132	4.072	4.080	2.020	540	2.046
Events occrd in R's family last 2 yrs	F2D80L	13.007	1.430	2.638	2.640	1.625	1461	0.880
Last 2 yrs family memb in drug rehab	F2D80P	10.850	1.242	2.332	2.332	1.527	1462	0.813
Who decides if R can have job	F2D81C	85.079	2.137	3.165	3.169	1.780	881	1.200
R's futr faml to be simlr to own faml	F2D82F	47.699	3.000	3.146	3.149	1.775	873	1.690
English is native language	F2D89	13.023	1.650	3.601	3.605	1.899	1500	0.869
How well does R speak English	F2D91B	6.376	3.758	5.134	5.157	2.271	218	1.655
Mean				2.965	2.878	1.677		
Minimum				1.127	1.127	1.061		
Maximum				5.134	5.157	2.271		
Standard deviation				0.932	0.847	0.254		
Median				2.771	2.707	1.645		

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[a] Standard error calculated taking into account the sample design.

[b] Standard error calculated under assumptions of simple random sampling, used in the calculation of the conditional design effect.

Table F-17: NELS:88 second follow-up: student and dropout standard errors and design effects, dropouts, F1F2 panel sample (N=1,837)

Dropouts

Survey item (or composite variable)		Esti-mate	Design S.E.[a]	(unconditional) DEFF	(conditional) DEFF	DEFT	N	SRS S.E.[b]
What year did R last attend school	F2D6Y	55.902	1.945	2.776	2.778	1.667	1810	1.167
What grade was R last in at school	F2D7	51.284	1.928	2.701	2.702	1.644	1816	1.173
Reason for leaving school	F2D9AD	15.184	1.356	2.471	2.473	1.573	1732	0.862
There are many gangs in school	F2D18H	27.603	1.942	3.277	3.278	1.811	1737	1.073
I cut or skipped classes	F2D19B	5.953	0.267	4.886	3.045	1.745	1733	0.153
High school program - college prep	F2D20C	5.369	0.606	1.255	1.256	1.120	1737	0.541
High school prgram - voc/tech prgms	F2D20C	15.307	1.594	3.404	3.404	1.845	1737	0.864
R enrlld in jr coll/voc programs	F2D23B	3.303	0.798	3.533	3.531	1.879	1771	0.425
Being successful in line of work	F2D36A	97.596	0.416	1.318	1.321	1.149	1791	0.362
Level schl R's mother wants R cmplte	F2D37B	31.098	2.007	3.174	3.177	1.782	1690	1.126
Level school R anticipates completing	F2D38	10.080	1.016	1.934	1.936	1.391	1700	0.730
At age 30 R expects to be a manager	F2D40AD	8.859	0.965	2.040	2.039	1.428	1768	0.676
At age 30 R expects to be technician	F2D40AO	8.522	0.927	1.946	1.949	1.396	1768	0.664
Amt earn/hour current/mst recent job	F2D45K	5.618	0.080	3.019	2.278	1.509	1391	0.053
Amt earn from job R spends to go out	F2D47B	9.628	1.136	2.040	2.041	1.429	1376	0.795
I feel good about myself	F2D57A	91.267	1.071	2.336	2.339	1.529	1625	0.700
Luck more important than hard work	F2D57C	19.036	2.102	4.642	4.647	2.156	1621	0.975
Something always prevents success	F2D57F	44.550	2.040	2.727	2.729	1.652	1620	1.235
Plans hardly ever work out	F2D57G	35.558	1.879	2.489	2.491	1.578	1617	1.190
I do not have much to be proud of	F2D57L	21.624	1.657	2.620	2.621	1.619	1618	1.023
Chances R's life better than parents	F2D58K	52.575	2.192	3.123	3.124	1.767	1621	1.240
Number friends plan to attend college	F2D59E	13.105	1.283	2.556	2.559	1.600	1770	0.802
Relationship with fthr/mthr R's child	F2D69	31.577	3.566	3.790	3.796	1.948	645	1.830
Events occrd in R's family last 2 yrs	F2D80L	13.030	1.269	2.515	2.515	1.586	1770	0.800
Last 2 yrs family memb in drug rehab	F2D80P	10.661	1.074	2.143	2.145	1.465	1771	0.733
Who decides if R can have job	F2D81C	84.634	2.179	3.993	3.998	1.999	1095	1.090
R's futr faml to be simlr to own faml	F2D82F	48.615	2.681	3.135	3.136	1.771	1090	1.514
English is native language	F2D89	13.086	1.684	4.544	4.545	2.132	1823	0.790
How well does R speak English	F2D91B	6.439	3.204	4.567	4.584	2.141	269	1.497
Mean				2.929	2.843	1.666		
Minimum				1.255	1.256	1.120		
Maximum				4.886	4.647	2.156		
Standard deviation				0.940	0.872	0.259		
Median				2.661	2.590	1.609		

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[a] Standard error calculated taking into account the sample design.

[b] Standard error calculated under assumptions of simple random sampling, used in the calculation of the conditional design effect.

Table F-18: School and teacher standard errors and design effects for second follow-up student questionnaire data for students in the contextual sample (N=15,695)

Students in Contextual Sample

Survey item (or composite variable)		Esti-	Design	(unconditional)	(conditional)			SRS
		mate	S.E.[a]	DEFF	DEFF	DEFT	N	S.E.[b]
There are many gangs in school	F2S7H	16.58	0.723	5.835	5.830	2.414	15425	0.299
I cut or skipped classes	F2S9B	2.33	0.076	5.891	6.010	2.452	15433	0.031
High school program - college prep	F2S12Ab	42.12	0.972	6.025	6.031	2.456	15561	0.396
High school prgram - voc/tech prgms	F2S12Ad	14.92	0.584	4.180	4.182	2.045	15561	0.286
Time watching TV during week	F2S35A	78.47	0.692	4.252	4.261	2.064	15031	0.335
Being successful in line of work	F2S40A	98.62	0.400	18.272	18.367	4.286	15578	0.093
Level schl R's mother wants R cmplte	F2S42B	48.01	0.917	4.784	4.824	2.196	14318	0.418
Level school R anticipates completing	F2S43	32.98	0.843	4.838	4.858	2.204	15108	0.382
At age 30 R expects to be a manager	F2S64Bf	5.47	0.347	3.437	3.456	1.859	14853	0.187
At age 30 R expects to be technician	F2S64Bp	5.49	0.344	3.362	3.389	1.841	14853	0.187
I feel good about myself	F2S66A	93.68	0.340	2.797	2.790	1.670	14293	0.204
Luck more important than hard work	F2S66C	10.85	0.495	3.600	3.601	1.898	14217	0.261
Something always prevents success	F2S66F	22.21	0.673	3.726	3.720	1.929	14191	0.349
Plans hardly ever work out	F2S66G	19.44	0.737	4.910	4.905	2.215	14139	0.333
I do not have much to be proud of	F2S66L	14.62	0.593	3.990	3.979	1.995	14128	0.297
Chances R's life better than parents	F2S67K	61.62	0.897	4.778	4.773	2.185	14031	0.411
Number friends plan to attend college	F2S69E	54.82	0.997	5.648	5.674	2.382	14137	0.419
Relationship with fthr/mthr R's child	F2S79	15.97	2.106	1.773	1.626	1.275	492	1.642
Amt earn/hour current/mst recent job	F2S91	5.46	0.054	9.186	9.000	3.000	9300	0.018
Amt earn from job R spends to go out	F2S92B	15.43	0.750	5.211	5.178	2.276	12009	0.330
Amt earn from job R spends on rent	F2S92D	1.52	0.164	2.150	2.147	1.465	11957	0.112
Last 2 yrs family memb in drug rehab	F2S96P	6.99	0.335	2.622	2.641	1.625	15305	0.206
Who decides if R can have job	F2S98C	52.52	0.966	5.019	4.983	2.232	13315	0.433
R's futr faml to be simlr to own faml	F2S100F	38.54	0.953	5.006	4.923	2.219	12840	0.430
English is native language	F2S107	10.36	0.801	10.752	10.778	3.283	15596	0.244
How well does R speak English	F2S109B	5.11	1.034	2.959	3.378	1.838	1531	0.563
Reading IRT-estimated number right	F2TXRIRR	32.97	0.240	7.251	7.111	2.667	12887	0.090
Mathematics IRT-estmted nmbr right	F2TXMIRR	48.21	0.346	7.684	7.662	2.768	12902	0.125
Science IRT-estimated number right	F2TXSIRR	23.28	0.143	6.922	6.760	2.600	12816	0.055
Hist/Cit/Geo IRT-estmted nmbr right	F2TXHIRR	34.77	0.122	6.757	6.738	2.596	12753	0.047
Mean				5.454	5.452	2.264		
Minimum				1.773	1.626	1.275		
Maximum				18.272	18.367	4.286		
Standard deviation				3.093	3.090	0.570		
Median				4.874	4.798	2.191		

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[a] Standard error calculated taking into account the sample design.

[b] Standard error calculated under assumptions of simple random sampling, used in the calculation of the conditional design effect.

Table F-19: School and teacher mean design effects (DEFFs) and root design effects (DEFTs) for second follow-up student questionnaire data for students in contextual sample (N=15,695)

Group	Unconditional Mean DEFF	Unconditional Mean DEFT	Conditional Mean DEFF	Conditional Mean DEFT
All Respondents	5.448	2.263	5.452	2.264
Male[a]	4.890	2.174	4.787	2.152
Female	5.131	2.109	5.227	2.130
White[b]	5.560	2.260	5.409	2.229
Black	4.059	1.959	3.093	1.714
Hispanic	3.427	1.816	3.881	1.932
Asian/Pacific Islander	2.070	1.414	3.486	1.834
American Indian/ Alaskan Native	1.649	1.265	1.613	1.253
Public schools	5.276	2.222	4.992	2.162
Catholic schools	2.874	1.658	2.923	1.646
Other private schools	6.621	2.336	14.059	3.423
Low SES	4.234	1.997	4.081	1.959
Middle SES	3.698	1.890	3.507	1.843
High SES	6.331	2.325	7.082	2.462
Urban	4.872	2.142	5.020	2.175
Suburban	5.919	2.311	5.710	2.273
Rural	4.508	1.974	4.536	1.978

[a] Sex categories are based on the composite sex variable.
[b] Race categories are based on the composite race variable.

Note: Each mean is based on 30 items, including four cognitive test items.

Table F-20: NELS:88 second follow-up: parent standard errors and design effects, (N=16,395)

Survey item (or composite variable)		Estimate	Design S.E.[a]	(unconditional) DEFF	(conditional) DEFF	DEFT	N	SRS S.E.[b]
Teen lives with R all of the time	F2P2	87.80	0.511	3.988	3.983	1.996	16342	0.256
Teen has parent who lives outside home	F2P4	35.43	0.713	3.616	3.617	1.902	16277	0.375
R's marital status single, never married	F2P7	3.29	0.242	3.020	3.011	1.738	16357	0.139
R's marital status is living like married	F2P7	1.28	0.131	2.222	2.225	1.492	16357	0.088
R is not working but is looking for work	F2P11A	3.67	0.260	3.110	3.102	1.761	16231	0.148
Spouse/partner is working full time	F2P11B	62.94	0.691	3.188	3.207	1.791	15666	0.386
Respondent is a full-time homemaker	F2P13	5.35	0.256	1.979	1.975	1.405	15264	0.182
Respondent's occupation is "operator"	F2P13	5.40	0.259	2.014	2.004	1.416	15264	0.183
Spouse/partner's occupation is "laborer"	F2P16	10.45	0.503	3.331	3.433	1.853	12698	0.271
Spouse/prtnr's occupation-"schl teacher"	F2P16	3.02	0.273	3.140	3.233	1.798	12698	0.152
R's race/ethnicity-Asian or Pac Islander	F2P19	3.23	0.282	4.132	4.143	2.035	16293	0.139
R's race/ethnicity-black, not Hispanic	F2P19	13.66	0.856	10.099	10.122	3.181	16293	0.269
Lang oth thn Englsh spoken in R's home	F2P27	15.34	0.872	9.536	9.549	3.090	16308	0.282
Is R's teen currently enrolled in school	F2P30	85.40	0.604	4.778	4.777	2.186	16322	0.276
Strongly agree-homework is worthwhile	F2P42B	17.90	0.552	3.333	3.333	1.826	16075	0.302
Strongly disagree-the school is safe	F2P42I	6.06	0.320	2.904	2.899	1.703	16105	0.188
Sch contacted R abt academc performanc	F2P43A	53.19	0.669	2.908	2.912	1.706	16197	0.392
Contacted sch about academc performanc	F2P44A	56.00	0.662	2.895	2.899	1.703	16301	0.389
Contacted schl about academic program	F2P44B	46.43	0.685	3.031	3.036	1.742	16092	0.393
Never discuss w/ teen things teen studies	F2P49C	5.47	0.337	3.549	3.548	1.883	16152	0.179
Family rule about maintaining grade avg	F2P51A	61.48	0.670	2.946	2.971	1.724	15675	0.389
R has lived in neighborhd less than 1 yr	F2P58	3.29	0.288	4.249	4.261	2.064	16330	0.140
R expects teen to finish college	F2P61	37.29	0.629	2.759	2.764	1.663	16337	0.378
R talked to teen abt applying for college	F2P63	95.24	0.308	3.400	3.412	1.847	16300	0.167
Proportion of parents who make less than median gross family income	F2P74	51.10	0.911	5.220	5.210	2.282	15686	0.399
Spent less than $500 on education this yr	F2P77	60.69	0.734	3.534	3.537	1.881	15662	0.390
R plannd to remortgag proprty/take loan	F2P79I	12.96	0.426	2.306	2.344	1.531	14574	0.278
R had teen put aside earnings	F2P79J	46.71	0.697	2.798	2.854	1.689	14622	0.413
Teen's grades not high enough to qualify	F2P89B	27.62	0.876	2.933	2.921	1.709	7608	0.513
Respondent has completed college	F2P101A	15.18	1.418	3.596	3.278	1.811	2099	0.783
Mean				3.684	3.685	1.880		
Minimum				1.979	1.975	1.405		
Maximum				10.099	10.122	3.181		
Standard deviation				1.789	1.791	0.388		
Median				3.164	3.220	1.794		

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[a] Standard error calculated taking into account the sample design.

[b] Standard error calculated under assumptions of simple random sampling, used in the calculation of the conditional design effect.

Table F-21: Mean design effects (DEFFs) and root design effects (DEFTs) for parent questionnaire data

Group	Unconditional Mean DEFF	Unconditional Mean DEFT	Conditional Mean DEFF	Conditional Mean DEFT
All Respondents	3.68	1.88	3.69	1.88
Male	3.19	1.75	3.16	1.74
Female	3.17	1.76	3.22	1.77
White	3.02	1.72	3.05	1.73
Black	3.52	1.83	2.77	1.63
Hispanic	2.29	1.49	2.28	1.48
Asian/Pacific Islander	1.57	1.23	2.57	1.57
American Indian/ Alaskan Native	2.35	7.06	2.25	1.45
Public schools	3.32	1.78	3.25	1.76
Catholic schools	2.17	1.43	2.54	1.55
Other private schools	3.63	1.74	8.83	2.72
Low SES	3.03	1.71	2.83	1.65
Middle SES	3.05	1.72	2.87	1.67
High SES	2.55	1.56	3.07	1.72
Urban	3.87	1.93	4.17	2.00
Suburban	2.79	1.64	2.88	1.66
Rural	3.35	1.67	3.54	1.72

Note: Each mean is based on 30 questionnaire items.

Table F-22 NELS:88 second follow-up:
Standard errors and design effects, all respondents; full transcript sample (N=17,285)

All Students and Dropouts

Item		**Estimate**	**Design S.E.**[a]	**(unconditional)**	**(conditional)**		**N**	**SRS S.E.**[b]
				DEFF	**DEFF**	**DEFT**		
Left school in 1992[c]	F2RDTLYR	0.85	0.01	4.88	4.00	2.00	16380	0.003
Left school with standard diploma[d]	F2RREASL	0.76	0.01	5.69	7.11	2.67	16939	0.003
HS program: Rigorous Academic	F2RTRPRG	0.15	0.01	6.32	5.44	2.33	17285	0.003
Class rank for last year attended[e]	F2RRANK	127.79	3.00	7.65	7.85	2.80	13393	1.071
Class size for last year attended	F2RCSIZE	260.96	5.88	15.89	16.47	4.06	14149	1.450
Total Carnegie units in English	F2RHEN_C	3.46	0.03	5.96	6.02	2.45	17285	0.011
Total CUs in mathematics	F2RHMA_C	2.68	0.03	8.12	8.41	2.90	17285	0.010
Total CUs in science	F2RHSC_C	2.47	0.03	8.33	7.84	2.80	17285	0.010
Total CUs in social studies	F2RHSO_C	2.94	0.03	7.00	6.76	2.60	17285	0.010
Average grade in English	F2RHENG2	6.95	0.04	4.85	5.19	2.28	16523	0.018
Average grade in mathematics	F2RHMAG2	7.30	0.05	6.14	5.86	2.42	16376	0.019
Average grade in science	F2RHSCG2	7.24	0.04	5.18	5.36	2.32	16524	0.019
Average grade in social sciences	F2RHSOG2	6.83	0.04	4.99	5.36	2.32	16559	0.019
Total CUs in archit/env design	F2R04_C	0.00	0.00	2.71	3.06	1.75	17285	0.000
Total CUs in area/ethnic studies	F2R05_C	0.22	0.01	11.70	12.25	3.50	17285	0.004
Total CUs in business/office	F2R07_C	0.88	0.02	5.28	4.94	2.22	17285	0.009
Total CUs in health sciences	F2R18_C	0.00	0.00	1.95	1.78	1.33	17285	0.000
Total CUs in home economics	F2R19_C	0.00	0.00	4.27	5.44	2.33	17285	0.000
Total CUs in parks/recreation	F2R31_C	0.00	0.00	2.25	4.00	2.00	17285	0.000
Total CUs in philosophy/religion	F2R38_C	0.19	0.02	10.55	10.03	3.17	17285	0.006
Total CUs in theology	F2R39_C	0.01	0.01	8.46	6.25	2.50	17285	0.002
Total CUs in mechanics/repairs	F2R47_C	0.15	0.01	3.62	3.36	1.83	17285	0.006
Total CUs in subject area services	F2R56_C	0.14	0.01	2.88	2.78	1.67	17285	0.006
Total CUs in earth sciences	F2REAR_C	0.19	0.01	10.39	11.11	3.33	17285	0.003
Total CUs in foreign languages	F2RFOR_C	1.37	0.03	9.15	8.46	2.91	17285	0.011
Total CUs in history	F2RHIS_C	1.70	0.02	9.64	9.00	3.00	17285	0.007
Total CUs in mathematics	F2RMAT_C	2.76	0.03	7.51	8.35	2.89	17285	0.009
Total CUs in other math courses	F2ROMA_C	0.56	0.02	6.46	7.11	2.67	17285	0.006
Total CUs in physics	F2RPHY_C	0.20	0.01	6.82	9.00	3.00	17285	0.003
Total CUs in agriculture	F2RVAG_C	0.13	0.01	4.97	4.00	2.00	17285	0.005
Mean				6.65	6.75	2.53		
Minimum				1.95	1.78	1.33		
Maximum				15.89	16.47	4.06		
Standard Deviation				3.00	3.05	0.57		
Median				6.39	6.50	2.55		

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[a] Standard error calculated taking into account the sample design.

[b] Standard error calculated under assumptions of simple random sampling.

[c] As a result of inconsistency resolution nine cases in the data file were coded into this category after the calculation of standard errors/design effects, and one case not in the category was recoded as missing.

[d] As a result of inconsistency resolution fourteen cases in the data file moved out of this category after the calculation of standard errors/design effects, and three additional cases in the category were recoded as missing.

[e] The effective response rate (weighted unit response times weighted item response) for class rank is 66.4 percent. This is lower than the NCES standard of 70 percent for analytic reports, and suggests that the estimate should be interpreted with caution.

Table F-23 NELS:88 second follow-up: Mean design effects (DEFFs) and root design effects (DEFTs) for transcript data--full sample (N=17,285)

Group	Unconditional Mean DEFF	Unconditional Mean DEFT	Conditional Mean DEFF	Conditional Mean DEFT
All Respondents	6.65	2.51	6.75	2.53
Students	7.11	2.60	7.15	2.61
Dropouts	2.36	1.50	2.39	1.51
Male[a]	5.57	2.28	5.43	2.24
Female	4.74	2.13	4.90	2.14
White	6.45	2.46	6.92	2.54
Black	5.76	2.34	4.31	2.02
Hispanic	3.65	1.85	4.24	1.99
Asian/Pacific Islander	3.08	1.68	5.20	2.17
American Indian/ Alaskan Native	3.95	1.87	3.41	1.75
Public schools	6.49	2.47	6.26	2.39
Catholic schools	5.26	2.23	5.73	2.33
Other private schools	8.73	2.76	21.66	4.36
Low SES	3.67	1.86	3.54	1.81
Middle SES	4.58	2.09	4.35	2.01
High SES	5.53	2.26	6.69	2.48
Urban	6.82	2.52	7.01	2.52
Suburban	7.09	2.56	6.95	2.53
Rural	6.82	2.49	7.30	2.57

[a] Sex categories are based on the composite sex variable.

Note: Each mean is based on 30 items.

Appendix G

Supplementary Student-Level Unit Nonresponse Tables

Table G-1: Comparison of NELS:88 survey participants to all NELS:88 selections and non-participants: eighth grade cohort

Variable	All Selected	Participants	Non-Participants	Bias
School Type				
Public	87.4	86.9	92.6	-.7
Catholic	7.7	8.2	4.4	.5
NAIS	3.2	3.4	2.0	.2
Other Private	1.7	1.8	0.9	.1
Urbanicity				
Urban	26.1	25.1	32.0	-1.0
Suburban	43.4	43.5	42.8	.1
Rural	30.6	31.3	25.3	.7
Region				
Northeast	19.6	19.7	19.1	.1
Midwest	25.9	26.8	20.6	.9
South	35.2	35.3	34.0	.1
West	19.2	18.2	26.2	-1.0
Chances respondent will graduate from high school				
Very low	0.7	0.6	1.1	-.1
Low	1.1	1.0	1.9	-.1
50/50	0.4	0.1	2.2	-.3
High	16.2	14.9	22.6	-1.3
Very high	81.6	83.5	72.2	1.9
Parental Educational Background				
Less than High School	11.0	9.9	15.6	-1.1
High School Diploma/GED	21.2	20.6	24.4	-.6
> HS & < 4 yr College	40.5	40.8	39.1	.3
Four Year College Degree	13.9	14.6	10.9	.7
Graduate Degree	12.8	13.5	8.9	.7
Don't know	0.7	0.6	1.2	-.1

Table G-1: Comparison of NELS:88 survey participants to all NELS:88 selections and non-participants: eighth grade cohort (cont.)

Variable	All Selected	Participants	Non-Participants	Bias
Individual understands spoken English				
Very well	84.3	85.6	79.7	1.3
Well	11.4	10.3	16.0	-1.1
Not well	2.9	2.9	2.8	0
Not at all	1.3	1.1	1.5	-.2
Individual speaks English				
Very well	79.1	81.1	71.5	2.0
Well	15.5	14.2	20.6	-1.3
Not well	4.1	3.9	4.8	-.2
Not at all	1.3	0.8	3.2	-.5
Individual reads English				
Very well	79.4	80.8	73.7	1.4
Well	14.6	14.1	16.5	-.5
Not well	4.2	3.4	7.3	-.8
Not at all	1.8	1.6	2.5	-.2
Individual writes English				
Very well	76.8	78.7	69.3	1.9
Well	16.9	15.9	20.6	-1.0
Not well	4.7	4.0	7.5	-.7
Not at all	1.6	1.4	2.5	-.2
Individual discusses courses with parents				
Never	15.8	14.6	22.4	-1.2
Sometimes	47.3	47.3	47.4	0
Often	36.9	38.1	30.2	1.2
Individual discusses school activities with parents				
Never	10.4	8.7	19.2	-1.7
Sometimes	35.1	33.7	42.4	-1.4
Often	54.5	57.6	38.4	3.1

Table G-1: Comparison of NELS:88 survey participants to all NELS:88 selections and non-participants: eighth grade cohort (cont.)

Variable	All Selected	Participants	Non Participants	Bias
Individual discusses things studied with parents				
Never	13.0	11.6	19.9	-1.4
Sometimes	36.9	35.7	43.1	-1.2
Often	50.1	52.6	37.0	2.5
Individual has ever been in AP program				
Yes	27.6	27.8	25.6	.2
No	72.4	72.2	74.4	-.2
Individual has ever been in ESL program				
Yes	6.0	5.2	9.9	-.8
No	94.0	94.8	90.1	.8
Individual involved in school academic clubs				
School did not offer	0.5	0.3	1.6	-.2
Did not participate	85.0	85.3	83.1	.3
Participated	13.4	13.3	13.8	-.1
Officer/Leader	1.1	1.0	1.5	-.1
Individual involved in academic honor society				
School did not offer	5.1	4.9	5.2	-.2
Did not participate	87.8	88.3	86.9	.5
Participated	6.5	6.4	6.8	-.1
Officer/Leader	0.6	0.4	1.0	-.2
Test Quartile				
Lowest	23.5	21.1	34.1	-2.4
Middle-low	23.0	23.8	19.5	.8
Middle-high	23.5	25.2	17.0	1.7
High	23.6	26.5	10.9	2.9
Individual has ever dropped out of school				
No	83.2	86.1	70.2	2.9
Yes	16.8	13.9	29.8	-2.9

Table G-2: Comparison of NELS:88 survey participants to all NELS:88 selections and non-participants: sophomore cohort

Variable	All Selected	Participants	Non-Participants	Bias
School Type				
Public	86.2	85.6	92.5	-.6
Catholic	8.4	8.8	4.3	.4
NAIS	3.5	3.6	2.2	.1
Other Private	1.8	1.9	1.0	.1
Urbanicity				
Urban	25.4	24.6	31.9	-.8
Suburban	44.1	44.3	42.8	.2
Rural	30.6	31.1	25.4	.5
Region				
Northeast	20.0	20.1	19.2	.1
Midwest	27.0	27.5	21.2	.5
South	33.5	33.6	31.6	.1
West	19.4	18.7	27.9	-.7
Chances respondent will graduate from high school				
Very low	0.4	0.4	0.7	0
Low	0.6	0.5	1.1	-.1
50/50	1.1	1.0	2.2	-.1
High	15.3	14.5	22.8	-.8
Very high	82.6	83.6	73.3	1.0
Parent Educational Background				
Less than High School	9.1	8.8	12.5	-.3
High School Diploma/GED	21.3	21.3	22.2	0
> HS & < 4 yr College	40.5	40.1	43.9	-.4
Four Year College Degree	14.9	15.4	10.5	.5
Graduate Degree	13.6	13.9	10.2	.3
Don't Know	0.7	0.6	0.7	-.1

Table G-2: Comparison of NELS:88 survey participants to all NELS:88 selections and non-participants: sophomore cohort (cont.)

Variable	All Selected	Participants	Non-Participants	Bias
Individual understands spoken English				
Very well	82.7	83.1	81.4	.4
Well	12.5	12.2	13.1	-.3
Not well	3.5	3.4	3.9	-.1
Not at all	1.3	1.2	1.6	-.1
Individual speaks English				
Very well	77.4	78.3	71.8	.9
Well	16.3	16.1	18.4	-.2
Not well	5.0	4.6	6.7	-.4
Not at all	1.2	1.0	3.1	-.2
Individual reads English				
Very well	77.4	78.0	74.3	.6
Well	15.7	16.0	14.4	.3
Not well	5.3	4.7	8.0	-.6
Not at all	1.5	1.3	3.2	-.2
Individual writes English				
Very well	74.6	75.6	68.1	1.0
Well	17.9	17.9	18.2	0
Not well	5.7	5.0	10.1	-.7
Not at all	1.8	1.6	3.6	-.2
Individual discusses courses with parents				
Never	14.7	14.0	21.5	-.7
Sometimes	47.5	47.9	44.4	.4
Often	37.8	38.1	34.0	.3
Individual discusses school activities with parents				
Never	10.1	9.2	19.0	-.9
Sometimes	35.0	34.8	37.3	-.2
Often	55.0	56.1	43.8	1.1

Table G-2: Comparison of NELS:88 survey participants to all NELS:88 selections and non-participants: sophomore cohort (cont.)

Variable	All Selected	Participants	Non-Participants	Bias
Individual discusses things studied with parents				
Never	12.4	11.6	20.3	-.8
Sometimes	37.4	37.4	38.6	0
Often	50.2	51.0	41.2	.8
Individual has ever been in AP program				
Yes	27.7	27.8	25.6	.1
No	72.3	72.2	74.4	-.1
Individual has ever been in ESL program				
Yes	6.8	6.4	9.6	-.4
No	93.2	93.6	90.4	.4
Individual involved in school academic clubs				
School did not offer	0.6	0.6	0.6	0
Did not participate	84.0	83.8	86.3	-.2
Participated	14.3	14.5	11.8	.2
Officer/Leader	1.1	1.1	1.3	0
Individual involved in academic honor society				
School did not offer	5.1	5.0	6.3	-.1
Did not participate	88.1	87.9	89.7	-.2
Participated	6.2	6.5	3.8	.3
Officer/Leader	0.5	0.6	0.1	.1
Test Quartile				
Lowest	20.8	19.4	33.3	-1.4
Middle-low	22.7	23.1	19.6	.4
Middle-high	24.5	25.3	17.8	.8
High	25.4	27.0	11.1	1.6
Individual has ever dropped out of school				
No	89.3	90.8	75.3	1.5
Yes	10.7	9.2	24.7	-1.5

Table G-3: Comparison of NELS:88 cognitive test completers to all NELS:88 selections and non-completers: eighth grade cohort

Variable	All Selected	Participants	Non-Participants	Bias
School Type				
Public	87.4	86.0	89.8	-1.4
Catholic	7.7	8.7	6.2	1.0
NAIS	3.2	3.5	2.6	.3
Other Private	1.7	1.8	1.4	.1
Urbanicity				
Urban	26.1	23.2	30.3	-2.9
Suburban	43.4	43.2	43.8	-.2
Rural	30.6	33.6	25.9	3.0
Region				
Northeast	19.6	19.9	19.2	.3
Midwest	25.9	28.8	21.6	2.9
South	35.2	34.6	36.0	-.6
West	19.2	16.6	23.2	-2.6
Chances respondent will graduate from high school				
Very low	0.7	0.3	1.2	-.4
Low	1.1	0.5	2.0	-.6
50/50	0.4	0.0	1.0	-.4
High	16.2	13.8	19.5	-2.4
Very high	81.6	85.4	76.4	3.8
Parent Educational Background				
Less than High School	11.0	8.5	14.2	-2.5
High School Diploma/GED	21.2	20.0	23.0	-1.2
> HS & < 4 yr College	40.5	41.6	39.0	1.1
Four Year College Degree	13.9	15.4	11.9	1.5
Graduate Degree	12.8	14.1	10.8	1.3
Don't Know	0.7	0.4	1.1	-.3

Table G-3: Comparison of NELS:88 cognitive test completers to all NELS:88 selections and non-completers: eighth grade cohort (cont.)

Variable	All Selected	Participants	Non-Participants	Bias
Individual understands spoken English				
Very well	84.3	87.3	81.2	3.0
Well	11.4	9.7	13.4	-1.7
Not well	2.9	1.9	4.1	-1.0
Not at all	1.3	1.1	1.3	-.2
Individual speaks English				
Very well	79.1	81.6	76.6	2.5
Well	15.5	14.8	16.1	-.7
Not well	4.1	2.8	5.4	-1.3
Not at all	1.3	0.8	1.9	.5
Individual reads English				
Very well	79.4	81.1	77.5	1.7
Well	14.6	14.8	14.3	.2
Not well	4.2	3.2	5.3	-1.0
Not at all	1.8	0.8	2.9	-1.0
Individual writes English				
Very well	76.8	79.3	74.2	2.5
Well	16.9	16.4	17.3	-.5
Not well	4.7	3.3	6.2	-1.4
Not at all	1.6	1.0	2.2	-.6
Individual discusses courses with parents				
Never	15.8	13.4	19.2	-2.4
Sometimes	47.3	47.6	46.9	.3
Often	36.9	39.0	33.9	2.1
Individual discusses school activities with parents				
Never	10.4	7.5	14.5	-2.9
Sometimes	35.1	32.8	38.3	-2.3
Often	54.5	59.7	47.2	5.2

Table G-3: Comparison of NELS:88 cognitive test completers to all NELS:88 selections and non-completers: eighth grade cohort (cont.)

Variable	All Selected	Participants	Non-Participants	Bias
Individual discusses things studied with parents				
Never	13.0	10.8	16.0	-2.2
Sometimes	36.9	36.1	38.1	-.8
Often	50.1	53.1	45.9	3.0
Individual has ever been in AP program				
Yes	27.6	28.9	25.1	1.3
No	72.4	71.1	74.9	-1.3
Individual has ever been in ESL program				
Yes	6.0	4.6	7.9	-1.4
No	94.0	95.4	92.1	1.4
Individual involved in school academic clubs				
School did not offer	0.5	0.3	0.7	-.2
Did not participate	85.0	85.2	84.8	.2
Participated	13.4	13.5	13.2	.1
Officer/Leader	1.1	1.0	1.3	-.1
Individual involved in academic honor society				
School did not offer	5.1	4.6	5.3	-.5
Did not participate	87.8	88.8	87.0	1.0
Participated	6.5	6.2	6.8	-.3
Officer/Leader	0.6	0.3	0.8	-.3
Test Quartile				
Lowest	23.5	17.9	30.8	-5.6
Middle-low	23.0	23.9	21.9	.9
Middle-high	23.5	27.5	18.6	4.0
High	23.6	30.7	14.3	7.1
Individual has ever dropped out of school				
No	83.2	93.4	69.8	10.2
Yes	16.8	6.6	30.2	-10.2

Table G-4: Comparison of NELS:88 cognitive test completers to all NELS:88 selections and non-completers: sophomore cohort

Variable	All Selected	Participants	Non-Participants	Bias
School Type				
Public	86.2	85.6	87.7	-.6
Catholic	8.4	8.9	7.3	.5
NAIS	3.5	3.6	3.3	.1
Other Private	1.8	1.8	1.8	0
Urbanicity				
Urban	25.4	23.6	28.7	-1.8
Suburban	44.1	43.2	46.1	-.9
Rural	30.6	33.1	25.2	2.5
Region				
Northeast	20.0	20.4	19.4	.4
Midwest	27.0	28.8	23.2	1.8
South	33.5	33.8	32.6	.3
West	19.4	17.0	24.8	-2.4
Chances respondent will graduate from high school				
Very low	0.4	0.2	0.8	-.2
Low	0.6	0.4	0.9	-.2
50/50	1.1	0.6	2.1	-.5
High	15.3	13.4	18.8	-1.9
Very high	82.6	85.4	77.4	2.8
Parent Educational Background				
Less than High School	9.1	8.0	11.1	-1.1
High School Diploma/GED	21.3	20.2	23.6	-1.1
> HS & < 4 yr College	40.5	40.6	40.0	.1
Four Year College Degree	14.9	16.0	12.9	1.1
Graduate Degree	13.6	14.6	11.5	-1.0
Don't Know	0.7	0.5	1.0	-.2

Table G-4: Comparison of NELS:88 cognitive test completers to all NELS:88 selections and non-completers: sophomore cohort (cont.)

Variable	All Selected	Participants	Non-Participants	Bias
Individual understands spoken English				
Very well	82.7	85.3	79.1	2.6
Well	12.5	11.1	14.2	-1.4
Not well	3.5	2.5	5.1	-1.0
Not at all	1.3	1.1	1.6	-.2
Individual speaks English				
Very well	77.4	79.5	74.4	2.1
Well	16.3	16.1	16.8	-.2
Not well	5.0	3.6	6.8	-1.4
Not at all	1.2	0.8	2.0	-.4
Individual reads English				
Very well	77.4	79.4	74.6	2.0
Well	15.7	15.6	16.0	-.1
Not well	5.3	4.1	6.8	-1.2
Not at all	1.5	0.9	2.6	-.6
Individual writes English				
Very well	74.6	76.8	71.3	2.2
Well	17.9	17.8	18.2	-.1
Not well	5.7	4.3	7.5	-1.4
Not at all	1.8	1.1	3.0	-.7
Individual discusses courses with parents				
Never	14.7	13.2	17.6	-1.5
Sometimes	47.5	48.0	46.9	.5
Often	37.8	38.8	35.5	1.0
Individual discusses school activities with parents				
Never	10.1	8.3	13.5	-1.8
Sometimes	35.0	33.3	38.1	-1.7
Often	55.0	58.4	48.4	3.4

Table G-4: Comparison of NELS:88 cognitive test completers to all NELS:88 selections and non-completers: sophomore cohort (cont.)

Variable	All Selected	Participants	Non-Participants	Bias
Individual discusses things studied with parents				
Never	12.4	11.1	14.9	-1.3
Sometimes	37.4	37.0	38.4	-.4
Often	50.2	51.9	46.7	1.7
Individual has ever been in AP program				
Yes	27.7	29.5	23.9	1.8
No	72.3	70.5	76.1	-1.8
Individual has ever been in ESL program				
Yes	6.8	5.2	9.4	-1.6
No	93.2	94.8	90.6	1.6
Individual involved in school academic clubs				
School did not offer	0.6	0.6	0.8	0
Did not participate	84.0	83.9	84.1	-.1
Participated	14.3	14.5	13.9	.2
Officer/Leader	1.1	1.0	1.2	-.1
Individual involved in academic honor society				
School did not offer	5.1	5.0	5.3	-.1
Did not participate	88.1	87.6	88.6	-.5
Participated	6.2	6.7	5.7	.5
Officer/Leader	0.5	0.7	0.4	.2
Test Quartile				
Lowest	20.8	17.1	27.6	-3.7
Middle-low	22.7	23.3	21.8	.6
Middle-high	24.5	26.7	20.6	2.2
High	25.4	30.3	16.4	4.9
Individual has ever dropped out of school				
No	89.3	95.3	78.1	6.0
Yes	10.7	4.7	21.9	-6.0

Table G-5: Weighted survey nonresponse rates by selected student characteristics

Characteristic	Eighth Grade Cohort	Sophomore Cohort
Individual understands spoken English		
Very well	0.178	0.111
Well	0.265	0.120
Not well	0.182	0.126
Not at all	0.231	0.146
Individual speaks English		
Very well	0.170	0.105
Well	0.253	0.127
Not well	0.222	0.158
Not at all	0.474	0.283
Individual reads English		
Very well	0.175	0.108
Well	0.214	0.104
Not well	0.329	0.179
Not at all	0.265	0.236
Individual writes English		
Very well	0.170	0.103
Well	0.232	0.115
Not well	0.305	0.206
Not at all	0.301	0.225
Individual discusses courses with parents		
Never	0.230	0.136
Sometimes	0.163	0.086
Often	0.134	0.084
Individual discusses school activities with parents		
Never	0.300	0.174
Sometimes	0.196	0.098
Often	0.114	0.074

Table G-5: Weighted survey nonresponse rates by selected student characteristics (cont.)

Characteristic	Eighth Grade Cohort	Sophomore Cohort
Individual discusses things studied with parents		
Never	0.249	0.152
Sometimes	0.190	0.096
Often	0.120	0.076
Individual has ever been in AP program		
Yes	0.124	0.070
No	0.136	0.078
Individual has ever been in ESL program		
Yes	0.264	0.131
No	0.153	0.088
Individuals involved in school academic clubs		
School did not offer	0.493	0.087
Did participate	0.154	0.090
Participated	0.163	0.072
Officer/Leader	0.216	0.103
Individual involved in academic honor society		
School did not offer	0.446	0.135
Did not participate	0.428	0.112
Participated	0.449	0.067
Officer/Leader	0.691	0.025

Table G-6: Weighted cognitive test nonresponse rates by selected student characteristics

Characteristic	Eighth Grade Cohort	Sophomore Cohort
Individual understands spoken English		
Very well	0.442	0.367
Well	0.541	0.444
Not well	0.644	0.558
Not at all	0.486	0.473
Individual speaks English		
Very well	0.443	0.368
Well	0.479	0.393
Not well	0.618	0.542
Not at all	0.669	0.596
Individual reads English		
Very well	0.447	0.368
Well	0.449	0.390
Not well	0.579	0.510
Not at all	0.754	0.640
Individual writes English		
Very well	0.442	0.366
Well	0.472	0.389
Not well	0.614	0.519
Not at all	0.644	0.637
Individual discusses courses with parents		
Never	0.506	0.411
Sometimes	0.413	0.339
Often	0.383	0.324
Individual discusses school activities with parents		
Never	0.580	0.411
Sometimes	0.455	0.375
Often	0.360	0.303

Table G-6: Weighted cognitive test nonresponse rates by selected student characteristics (cont.)

Characteristic	Eighth Grade Cohort	Sophomore Cohort
Individual discusses things studied with parents		
Never	0.513	0.413
Sometimes	0.429	0.353
Often	0.382	0.321
Individual has ever been in AP program		
Yes	0.345	0.286
No	0.389	0.347
Individual has ever been in ESL program		
Yes	0.549	0.484
No	0.405	0.333
Individuals involved in school academic clubs		
School did not offer	0.609	0.406
Did participate	0.409	0.335
Participated	0.404	0.326
Officer/Leader	0.472	0.364
Individual involved in academic honor society		
School did not offer	0.653	0.464
Did not participate	0.617	0.451
Participated	0.642	0.407
Officer/Leader	0.809	0.296

Appendix H

Base Year, First Follow-Up, and Second Follow-Up Completion Rate Tables

Table H-1: Base Year ineligibility and completion rate data in the first follow-up (N=618)

Status of BYI Sample Member	Status		Located		Eligible		Completed Questionnaire	
	N	% of total	*N*	%	*N*	%[a]	*N*	%[b]
Student	464	75.1%	464	100.0%	277	59.7%	258	93.1%
Dropout	88	14.2%	88	100.0%	35	39.8%	32	91.4%
Out-of-Scope	28	4.5%	28	100.0%	N/A	N/A	N/A	N/A
Not Screened	38	6.1%	0	0.0%	N/A	N/A	N/A	N/A
Total BYI Sample Members	618	100.0%[c]	580	93.9%	312	53.8%	290	92.9%

[a] Percentage based on total located cases.
[b] Percentage based on total eligible cases.
[c] Due to rounding, percentage actually sums to 99.9%.

Note: Of the original 674 Base Year Ineligible cases, 48 BYI cases were found to be sampling errors in the first follow-up, and 8 were found to be sampling errors in the second follow-up.

Table H-2: Results of the NELS:88 followback study of excluded students (FSES) *N*=370

ORIGIN AND ELIGIBILITY STATUS
AS OF THE SECOND FOLLOW-UP

	Base Year Ineligibles		First Follow-Up Ineligibles		Total in FSES Study	
	N	% of total	*N*	%	*N*	%
Eligible	74	24.4%	28	100.0%	102	27.6%
Ineligible	185	61.1%	38	100.0%	223	60.3%
Out-of-Scope	28	9.2%	1	100.0%	29	7.8%
Not Located	16	5.3%	0	0.0%	16	4.3%
Total BYI Sample Members	303	100.0%	67	100.0%	370	100.0%

Note: Of the original 674 Base Year Ineligibles, 56 were found to be sampling errors in the first and second follow-ups, 312 were deemed eligible for participation in the first follow-up, and 3 became deceased, leaving the total of 303 BYIs in the chart above.

Table H-3: NELS:88 base year completion rates (8th grade cross-section) by sample eligibility

	Student questionnaire Completion rates		**Student 8th grade test** Completion rates		**Parent questionnaire** Completion rates		**Teacher ratings**[a] Completion rates		**School questionnaire**[a] Completion rates	
	Weighted	**Unweighted**	**Weighted**	**Unweighted**	**Weighted**	**Unweighted**	**Weighted**	**Unweighted**	**Weighted**	**Unweighted**
Total	93.41	93.05	96.53	96.35	93.70	92.08	95.91	94.26	98.92	98.38
Participated	24,599		23,701		22,651		23,188		1,035	
Selected	26,432		24,599		24,599		24,599		1,052	
School type										
Public	93.15	92.79	96.32	96.11	94.21	93.72	96.57	95.82	98.73	98.28
Catholic	95.67	94.99	98.08	97.52	89.85	83.55	90.95	84.76	100.0	100.0
Other private	94.06	93.15	97.34	96.94	91.57	88.34	93.18	92.11	98.25	97.74
Urbanicity										
Urban	92.36	92.19	95.89	95.96	91.48	90.00	94.62	93.20	98.94	97.48
Suburban	92.17	92.38	96.36	96.29	93.32	91.44	95.56	93.85	98.12	98.18
Rural	95.26	95.13	97.29	96.94	96.08	95.40	97.46	96.09	99.64	99.66
Region										
Northeast	92.81	91.85	96.31	95.52	90.58	84.45	91.75	86.42	98.67	97.72
South	94.11	94.03	96.93	96.92	95.93	95.87	97.44	97.00	99.19	98.89
North Central	94.70	94.79	96.85	96.96	94.92	94.72	97.71	97.82	99.75	98.88
West	91.17	90.83	95.50	95.40	90.18	89.62	94.18	93.25	97.10	97.54
Ethnicity										
Hispanic	90.86	90.24	94.95	94.88	88.35	87.57	92.58	92.50	NA	NA
API	89.70	90.12	98.18	97.84	90.76	91.53	94.06	93.69	NA	NA
Other	93.75	93.63	96.64	96.45	94.28	92.72	96.28	94.53	NA	NA
Minority schools										
Schools with more than 19% minority students	89.64	95.21	95.21	95.44	89.94	88.79	92.78	92.44	98.54	98.04
Schools with less than or equal to 19% minority students	93.83	96.67	96.67	96.45	94.09	92.47	96.24	94.48	98.93	98.42

[a] Indicates a coverage rate.

Table H-4: NELS:88 base year completion rates (8th grade cross-section) by sample selection

	Student questionnaire Completion rates		Student 8th grade test Completion rates		Parent questionnaire Completion rates		Teacher ratings[a] Completion rates		School questionnaire[a] Completion rates	
	Weighted	**Unweighted**	**Weighted**	**Unweighted**	**Weighted**	**Unweighted**	**Weighted**	**Unweighted**	**Weighted**	**Unweighted**
Total	93.41	93.05	90.17	89.65	87.53	85.68	89.59	87.72	98.92	98.38
Participated	24,599		23,701		22,651		23,188		1,035	
Selected	26,432		26,432		26,432		26,432		1,052	
School type										
Public	93.15	92.79	89.73	89.18	87.75	86.97	89.95	88.92	98.73	98.28
Catholic	95.67	94.99	93.83	92.63	85.96	79.37	87.01	80.51	100.0	100.0
Other private	94.06	93.15	91.56	90.29	86.14	82.27	87 .65	85.79	98.25	97.74
Urbanicity										
Urban	92.36	92.19	88.56	88.46	84.49	82.97	87.39	85.92	98.94	97.48
Suburban	92.71	92.38	89.34	88.96	86.52	84.47	88.60	86.70	98.12	98.18
Rural	95.26	95.13	92.68	92.14	91.52	90.74	92.85	91.41	99.64	99.66
Region										
Northeast	92.81	91.85	89.39	87.73	84.06	77.56	85.15	79.37	98.67	97.72
South	94.11	94.03	91.23	91.14	90.28	90.14	91.71	91.21	99.19	98.89
North Central	94.70	94.79	91.71	91.91	89.89	89.78	92.53	92.72	99.75	98.88
West	91.17	90.83	87.07	86.69	82.21	81.40	85.87	84.69	97.10	97.54
Ethnicity										
Hispanic	90.86	90.24	86.27	85.63	80.28	79.02	84.11	83.48	NA	NA
API	89.70	90.12	88.07	88.17	81.41	82.49	84.37	84.43	NA	NA
Other	93.75	93.63	90.61	90.31	88.39	86.81	90.26	88.51	NA	NA
Minority schools										
Schools with more than 19% minority students	89.64	89.43	85.35	85.36	80.63	79.41	83.17	82.67	98.54	98.04
Schools with less than or equal to 19% minority students	93.83	93.51	90.70	90.19	88.29	86.47	90.30	88.35	98.93	98.42

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[a] Indicates a coverage rate.

Table H-5: NELS:88 First Follow-Up Completion Rates by Questionnaire Administration Type

				QUESTIONNAIRE TYPE					
ADMINISTRATION TYPE				STUDENT		DROPOUT		TOTAL	
Quex	**Version**	**Mode**	**Respondent**	**N**	**% of total**	**N**	**% of total**	**N**	**% of total**
Phase 3	Full	In-person	Sample Member	18,003	98.8%	746	71.5%	18,749	97.33%
	Modified	Telephone	Sample Member	184	1.0%	41	3.9%	225	1.17%
Phase 4	Abbreviated	In-Person	Sample Member	5	0.0%	16	1.5%	21	0.11%
	Abbreviated	In-Person	Proxy	2	0.0%	19	1.8%	21	0.11%
	Abbreviated	Telephone	Sample Member	21	0.1%	177	17.0%	198	1.02%
	Abbreviated	Telephone	Proxy	6	0.0%	44	4.2%	50	0.23%
			TOTAL:	**18,221**		**1,043**		**19,264**	

Note: This table is based on the original (1992-1993) release of the first follow-up student file. The second follow-up (1994) release of the first follow-up student data contains a slightly different sample number than the original release. Additional details about the sample numbers of the two releases are in section 3.1.2 of the *NELS:88 Second Follow-Up: Student Component Data File User's Manual.*

Table H-6: NELS:88 first follow-up completion rates by sample eligibility[a]

	Student questionnaire Completion rates		Student 10th grade test[b] Completion rates		Dropout questionnaire Completion rates		Dropout 10th grade test[c] Completion rates		School questionnaire[d] Completion rates		School questionnaire[e] Completion rates	
	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted
Total	91.09	94.10	94.14	95.23	90.97	89.84	48.56	50.05	NA	97.07	91.97	96.94
Participated	18,221		17,352		1,043		522		1,291		17,663	
Selected	19,363		18,221		1,161		1,043		1,330		18,221	
School type[f]												
Public	91.66	94.38	94.34	95.39	NA	NA	NA	NA	NA	97.41	93.20	97.28
Catholic	97.53	97.62	95.22	97.05	NA	NA	NA	NA	NA	95.90	88.95	95.22
Other private	89.51	93.27	91.64	93.53	NA	NA	NA	NA	NA	95.16	82.77	97.89
Urbanicity[f]												
Urban	90.36	93.64	92.29	93.53	NA	NA	NA	NA	NA	96.65	90.95	96.90
Suburban	92.25	94.53	94.80	95.91	NA	NA	NA	NA	NA	96.94	92.97	97.19
Rural	93.31	95.73	95.91	96.66	NA	NA	NA	NA	NA	98.76	94.17	98.11
Region[f]												
Northeast	91.84	93.26	93.57	94.32	NA	NA	NA	NA	NA	95.10	93.83	96.87
South	93.09	95.78	94.68	96.12	NA	NA	NA	NA	NA	97.82	91.43	97.18
North Central	93.60	95.42	97.22	97.45	NA	NA	NA	NA	NA	98.46	94.70	98.58
West	87.46	92.02	90.02	92.08	NA	NA	NA	NA	NA	96.17	90.17	95.80
Ethnicity												
Asian/PI	90.71	92.96	93.59	94.64	70.37	75.00	23.77	28.57	NA	NA	94.63	97.28
Hispanic	88.32	92.75	90.18	92.54	91.72	87.64	43.81	50.22	NA	NA	89.46	94.39
Black	88.85	93.89	92.13	94.02	89.02	87.10	39.41	48.77	NA	NA	87.92	95.88
White	93.56	95.69	95.14	96.02	93.78	94.06	55.26	52.39	NA	NA	92.95	97.55
Am. Indian	88.46	92.15	97.78	97.76	88.62	83.33	40.46	36.00	NA	NA	93.65	97.31
Refused/Missing	28.92	35.52	80.40	80.43	66.25	62.86	27.72	31.82	NA	NA	NA	NA

[a] This table is based on the original (1992-1993) release of the first follow-up student file. The second follow-up (1994) release of the first follow-up student data contains a slightly different sample number than the original release. Additional details about the sample numbers of the two releases are in section 3.1.2 of the *NELS:88 Second Follow-Up: Student Component Data File User's Manual.*

[b] 10th grade cognitive test coverage rate for each student who has completed a student questionnaire.

[c] 10th grade cognitive test coverage rate for each dropout who has completed a dropout questionnaire.

[d] 10th grade school completion rate (for school questionnaire), where at least one student has completed a student questionnaire.

[e] 10th grade school questionnaire coverage rate for each student who has completed a student questionnaire.

[f] Refers to 10th grade school.

Table H-7: NELS:88 *combined* base year : irst follow-up completion rates (panel members) by sample bility

	Student/Dropout questionnaire (Both BY and F1) Completion rates		Student/Dropout cognitive test[b] (Both BY and F1) Completion rates		Student/Dropout cognitive test[b] (BY and/or F1) Completion rates		Parent questionnaire[c] (BY only) Completion rates	
	Weighted	**Unweighted**	**Weighted**	**Unweighted**	**Weighted**	**Unweighted**	**Weighted**	**Unweighted**
Total	92.77	95.42	89.05	90.47	99.53	99.66	94.32	94.00
Participated	17,424[c]		15,763		17,365		16,378	
Selected	18,261		17,424		17,424		17,424	
School type[e]								
Public	92.43	95.37	88.50	90.00	99.54	99.67	94.77	95.17
Catholic	95.24	96.12	93.82	93.72	99.23	99.63	90.44	86.61
Other private	94.84	95.25	91.11	91.91	99.85	99.64	92.61	89.67
Urbanicity[e]								
Urban	91.02	94.39	84.89	88.32	99.02	99.60	92.31	92.05
Suburban	92.29	94.85	89.61	90.65	99.65	99.63	94.44	93.69
Rural	94.94	97.05	91.67	91.98	99.78	99.75	95.80	96.00
Region[e]								
Northeast	93.09	94.51	88.90	89.55	99.63	99.60	91.77	87.90
South	93.86	96.61	87.97	90.46	99.25	99.61	95.66	95.10
North central	94.35	96.18	93.85	94.07	99.74	99.78	96.73	97.18
West	88.28	93.16	84.34	86.45	99.67	99.64	90.95	92.45
Ethnicity								
Asian/PI	90.68	93.87	87.65	90.53	99.99	99.91	91.32	91.86
Hispanic	89.38	93.73	84.83	86.38	99.56	99.58	89.96	89.87
Black	88.48	93.44	81.59	86.98	98.62	99.55	90.90	92.47
White	94.30	96.23	91.03	91.71	99.68	99.68	96.08	95.51
Am. Indian	87.36	91.16	91.36	90.31	99.38	99.49	76.80	76.53
Refused/Missing	83.98	92.86	53.41	69.23	93.10	92.31	00.00	00.00
Minority schools[e]								
Schools with more than 19% minority students	85.87	92.69	79.63	83.14	99.72	99.76	90.98	91.45
Schools with less than or equal to 19% minority students	93.54	95.71	90.02	91.23	99.51	99.65	94.67	94.26

[a] This table is based on the original (1992-1993) release of the first follow-up student file. The second follow-up (1994) release of the first follow-up student data contains a slightly different sample number than the original release. Additional details about the sample numbers of the two releases are in section 3.1.2 of the *NELS:88 Second Follow-Up: Student Component Data File User's Manual.*

[b] Cognitive test coverage rate for each sample member who completed a BY student questionnaire and F1 student/dropout questionnaire.

[c] BY parent questionnaire coverage rate for each sample member who completed a BY student questionnaire and F1 student/dropout questionnaire.

[d] Sample members who participated in the base year and first follow-up.

[e] Refers to 8th grade schools.

Table H-8: NELS:88 *combined* base year and first follow-up completion rates (panel members) by sample eligibility

	Student questionnaire (Both BY and F1) Completion rates		School questionnaire[a] (Both BY and F1) Completion rates		School questionnaire[a] (BY and/or F1) Completion rates	
	Weighted	**Unweighted**	**Weighted**	**Unweighted**	**Weighted**	**Unweighted**
Total	92.57	95.41	90.59	95.68	99.88	99.91
Participated	16,659[b]		15,939		16,644	
Selected	17,461		16,659		16,659	
School type[c]						
Public	92.19	95.36	91.45	95.58	99.86	99.89
Catholic	95.19	96.07	87.77	95.75	100.0	100.0
Other private	94.83	95.24	81.11	96.40	100.0	100.0
Urbanicity[c]						
Urban	90.68	94.37	85.08	93.50	99.83	99.74
Suburban	92.10	94.86	90.25	95.03	99.82	99.94
Rural	94.83	97.02	95.51	98.32	100.0	100.0
Region[c]						
Northeast	92.88	94.44	91.52	95.57	99.96	99.97
South	93.58	96.57	90.36	95.98	99.85	99.97
North central	94.34	96.18	92.47	97.84	99.77	99.75
West	88.01	93.31	87.26	92.28	99.99	99.97
Ethnicity						
Asian/PI	90.74	94.03	90.06	93.85	99.90	99.90
Hispanic	88.77	93.65	85.89	91.30	99.64	99.80
Black	87.92	93.56	86.03	94.56	99.94	99.94
White	94.16	96.17	91.99	96.73	99.89	99.92
Am. Indian	86.69	91.33	91.58	95.53	100.0	100.0
Refused/Missing	78.10	91.67	100.0	100.0	100.0	100.0
Minority schools[c]						
Schools with more than 19% minority students	85.13	92.89	85.35	89.52	NA	100.0
Schools with less than 19% minority students	93.39	95.67	91.12	96.31	NA	99.00

[a] School questionnaire coverage rate for each student who completed a BY student questionnaire and F1 student questionnaire.

[b] PANEL students only.

[c] Refers to 8th grade schools.

Table H-9: NELS:88 second follow-up completion rates by selected characteristics

	Student sample Completion rates		Student 12th grade test[a] Completion rates		Dropout/Alternative[b] sample Completion rates		Dropout/Alternative 12th grade test[c] Completion rates		School questionnaire[d] Completion rates		School questionnaire[e] Completion rates	
	Weighted	**Unweighted**	**Weighted**	**Unweighted**	**Weighted**	**Unweighted**	**Weighted**	**Unweighted**	**Weighted**	**Unweighted**	**Weighted**	**Unweighted**
Total	91.0	92.5	76.6	78.8	88.0	87.6	41.7	40.3	NA	97.1	98.3	98.2
Participated	16,842		13,267		2,378		959		1,326		15,409	
Selected	18,209[f]		16,842		2,714		2,378		1,366		15,695	
School type[g]												
Public	94.7	95.3	76.8	78.9	NA	NA[h]	NA	NA[h]	NA	97.2	98.4	98.4
Catholic	98.4	98.0	79.7	84.5	NA	NA	NA	NA	NA	97.1	96.6	96.7
Other private	94.8	95.5	73.1	75.6	NA	NA	NA	NA	NA	96.0	98.5	97.2
Urbanicity[g]												
Urban	95.0	95.8	73.6	76.7	NA	NA[h]	NA	NA[h]	NA	97.0	98.2	98.3
Suburban	94.4	95.2	74.9	75.7	NA	NA	NA	NA	NA	97.4	98.5	98.2
Rural	95.5	95.5	82.4	85.3	NA	NA	NA	NA	NA	96.6	99.8	98.0
Region[g]												
Northeast	94.3	94.7	77.6	76.7	NA	NA[h]	NA	NA[h]	NA	94.7	97.9	96.8
South	95.4	95.8	77.7	81.7	NA	NA	NA	NA	NA	97.3	98.2	98.4
Midwest	96.1	95.8	78.6	80.7	NA	NA	NA	NA	NA	97.8	98.5	98.7
West	92.9	95.4	72.2	74.2	NA	NA	NA	NA	NA	98.3	98.7	98.6
Ethnicity												
Asian/PI	91.7	92.7	75.2	75.5	74.7	82.4	47.6	35.7	NA	NA	98.2	98.9
Hispanic	86.6	89.8	73.9	76.6	88.3	87.5	35.6	36.1	NA	NA	98.8	98.9
Black	88.1	90.5	74.6	77.1	84.8	83.6	37.2	38.7	NA	NA	98.3	98.0
White	93.5	94.2	77.8	80.1	89.7	89.5	44.2	42.4	NA	NA	98.3	98.0
Am. Indian	90.3	86.5	74.0	74.3	97.6	95.8	51.5	49.3	NA	NA	98.7	98.7
Refused/Missing[i]	28.5	33.2	22.2	31.1	55.9	61.5	23.5	25.0	NA	NA	97.9	97.8

[a] 12th grade cognitive test coverage rate for each student who completed a questionnaire.

[b] Alternative completers could have completed either a student or dropout questionnaire, depending on status during data collection. 350 alternative sample members completed a student questionnaire, and 457 completed a dropout questionnaire.

[c] 12th grade cognitive test coverage rate for each dropout who completed a questionnaire.

[d] 12th grade school completion rate (for school questionnaire) of eligible contextual schools, where at least one student completed a questionnaire.

[e] 12th grade school questionnaire coverage rate for each student who completed a questionnaire and was enrolled in an eligible contextual school.

[f] 565 unlocatable cases were assumed to be eligible students for the purposes of calculating student completion rate, and are included in the total of 18,209.

[g] Refers to second follow-up school.

[h] Not Applicable -- Completion rates by school type, urbanicity, and region are calculated based on the school a student attended in the second follow-up. Because dropouts are not linked to schools on the public use magnetic tape, it is not possible to calculate dropout completion rates for these subgroups.

[i] Refused/Missing refers only to the status of a sample member's ethnicity. It does not refer to sample members who did not participate in the second follow-up.

Table H-10: NELS:88 second follow-up completion rates for base year-first follow-up panel participants

	Student/Dropout questionnaire (BY, F1 and F2) Completion rates		Student/Dropout cognitive test[b] (BY, F1 and F2) Completion rates		Student/Dropout cognitive test[c] (BY and/or F2) Completion rates	
	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted
Total	94.7	95.1	69.6	72.2	99.0	99.0
Participated	16,489[d]		11,902		16,331	
Selected	17,337		16,489		16,489	
School type[e]						
Public	94.3	94.7	69.0	71.4	99.0	99.1
Catholic	97.9	97.0	74.1	78.6	99.1	99.2
Other private	97.4	97.0	73.0	73.7	99.2	98.7
Urbanicity[e]						
Urban	93.5	95.1	64.3	69.5	98.4	98.8
Suburban	95.5	95.3	69.1	70.1	99.0	98.9
Rural	94.8	94.9	74.6	77.2	99.5	99.4
Region[e]						
Northeast	94.8	95.1	70.3	71.3	99.0	98.6
South	94.1	94.5	68.2	73.1	99.1	99.1
Midwest	95.7	96.0	74.9	76.4	99.2	99.5
West	94.6	95.1	63.7	65.7	98.5	98.7
Ethnicity						
Asian/PI	93.3	95.0	71.5	71.9	99.6	99.6
Hispanic	93.1	94.4	63.9	65.5	98.2	98.3
Black	92.4	92.6	59.6	67.0	98.6	98.6
White	95.5	95.7	72.1	74.2	99.2	99.2
Am. Indian	94.1	91.3	64.8	64.0	99.7	99.4
Refused/Missing[f]	81.1	75.0	38.3	55.6	100.0	100.0
Minority schools[e]						
Schools with more than 19% minority students	92.2	93.5	55.1	59.3	98.6	98.4
Schools with less than or equal to 19% minority students	95.0	95.3	71.0	73.5	99.1	99.1

[a] These panel completion rates are the proportion of base year-first follow-up completers for whom a second follow-up questionnaire was completed but excludes base year nonparticipants. Refer to section 4.3.7 of the *NELS:88 Second Follow-Up: Student Component Data File User's Manual* for information on alternative approaches to calculating panel completion rates.

[b] Cognitive test coverage rate for each sample member who has completed a BY student questionnaire, F1 and F2 student/dropout questionnaire.

[c] Cognitive test coverage rate for each sample member who has completed a BY student questionnaire and/or a F2 student/dropout questionnaire.

[d] Sample members who participated in the BY, F1 and F2.

[e] Refers to 8th-grade schools.

[f] Refused/Missing refers only to the status of a sample member's ethnicity. It does not refer to sample member nonparticipants.

Table H-11: NELS:88 second follow-up completion rates for base year-first follow-up panel participants

	Student questionnaire (BY, F1 and F2) Completion rates		School questionnaire[b] (BY, F1 and F2) Completion rates		School questionnaire[c] (BY and/or F2) Completion rates	
	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted
Total	95.7	96.1	95.5	95.6	99.9	99.8
Participated	14,674[d]		13,182		13,762	
Selected	15,269		13,783		13,783	
School type[e]						
Public	95.4	95.8	95.8	95.7	99.9	99.8
Catholic	98.2	97.3	94.3	94.8	100.0	100.0
Other private	97.5	97.1	93.5	95.8	100.0	100.0
Urbanicity[e]						
Urban	94.4	96.4	93.7	94.7	100.0	100.0
Suburban	96.2	96.1	94.4	94.3	100.0	100.0
Rural	95.8	95.9	98.4	98.2	99.7	99.5
Region[e]						
Northeast	95.2	95.5	94.9	94.6	100.0	100.0
South	95.8	96.2	95.6	95.9	100.0	100.0
Midwest	96.2	96.5	97.5	97.8	100.0	100.0
West	95.5	96.0	93.1	93.2	99.4	99.2
Ethnicity						
Asian/PI	94.9	95.8	90.2	93.9	99.9	99.9
Hispanic	94.2	95.8	89.8	91.3	100.0	99.9
Black	94.3	95.0	95.1	95.3	100.0	100.0
White	96.2	96.4	96.5	96.5	99.9	99.8
Am. Indian	93.8	90.9	97.6	97.3	100.0	100.0
Refused/Missing[f]	74.2	72.7	100.0	100.0	100.0	100.0
Minority schools[e]						
Schools with more than 19% minority students	92.5	96.3	90.7	90.0	100.0	100.0
Schools with less than or equal to 19% minority students	96.0	94.4	96.0	96.2	99.9	99.8

[a] These panel completion rates are the proportion of base year-first follow-up completers for whom a second follow-up questionnaire was completed but excludes base year nonparticipants. Refer to section 4.3.7 of the *NELS:88 Second Follow-Up: Student Component Data File User's Manual* for information on alternative approaches to calculating panel completion rates.

[b] School questionnaire coverage rate for each student who completed a BY, F1, and F2 student questionnaire.

[c] School questionnaire coverage rate for each student who completed a BY and/or F2 student questionnaire.

[d] Panel *students* only.

[e] Refers to 8th-grade schools.

[f] Refused/Missing refers only to the status of a sample member's ethnicity. It does not refer to student nonparticipants.

Appendix I

Comparison of NELS:88 Restricted and Public Use Data Files

Comparison of NELS:88 Public Use and Privileged Use Files

NELS:88 Component		Number of Cases (Public)	Number of Cases (Restricted)	Difference	Reasons for Differences
Student:	Base Year	24599	24599	0	
	First Follow-Up	20840	21019	179	179 sample members were first follow-up freshened dropouts
	Second Follow-Up	21188	21382	194	179 sample members were first follow-up freshened dropouts, 15 sample members were second follow-up freshened dropouts
Dropout:	First Follow-Up	915	1075	160	160 sample members were first follow-up freshened dropouts
	Second Follow-Up	2028	2141	113	105 sample members were first follow-up freshened dropouts, 8 sample members were second follow-up freshened dropouts
School:	Base Year	24246	24246	0	
	First Follow-Up	17663	17663	0	
	Second Follow-Up	16311	16315	4	4 sample members were first follow-up freshened dropouts
Parent:	Base Year	22651	22651	0	
	Second Follow-Up	17610	17750	140	130 sample members were first follow-up freshened dropouts, 10 sample members were second follow-up freshened dropouts
Teacher:	Base Year	44512	44512	0	
	First Follow-Up	27994	27994	0	
	Second Follow-Up	15695	15698	3	3 sample members were first follow-up freshened dropouts

Note: "Freshened dropouts" are not members of the spring-defined NELS:88 cohorts.

In addition to different sample numbers, the same variables from the restricted use files were sometimes suppressed on the public use files. The list below indicates the suppressed variables for each component and wave of NELS:88:

F1-STUDENT

G10CTRL2	Classifies the student's first follow-up school type

F2-STUDENT

F2S60B1	Name and location of first post-secondary school applied to
F2S60B2	Name and location of second post-secondary school applied to
G12CTRL2	Classifies the student's second follow-up school type
G12STATE	Indicates the student's second follow-up school state
F2RAB88	Number of days absent in 1988
F2RAB89	Number of days absent in 1989
F2RAB90	Number of days absent in 1990
F2RAB91	Number of days absent in 1991
F2RRANK	Class rank last year attended
F2RCSIZE	Class size last year attended
F2RPSATM	Preliminary Scholastic Aptitude Test (PSAT) math score
F2RPSATV	Preliminary Scholastic Aptitude Test (PSAT) verbal score
F2RSATM	Scholastic Aptitude Test (SAT) mathematics score
F2RSATV	Scholastic Aptitude Test (SAT) verbal score
F2RACTC	American College Test (ACT) composite score
F2RACTE	American College Test (ACT) English score
F2RACTM	American College Test (ACT) mathematics score
F2RACTR	American College Test (ACT) reading score
F2RACTS	American College Test (ACT) science reasoning score
TRNCTRL2	Classifies the last school attended by the sample member
TRNSTATE	Indicates the student's second follow-up school state

F1-DROPOUT

F1DLSTSC	Public release school identification number of last school attended by dropout
F1DSCLWV	Last school attended file indicator

F2-DROPOUT

F2DLSTSC	Public release school identification number of last school attended by dropout
F2DSCLWV	Last school attended file indicator

BY-SCHOOL

BYSC1*	
BYSC1A	Pre-Kindergarten included in school
BYSC1B	Kindergarten included in school
BYSC1C	First grade included in school
BYSC1D	Second grade included in school

BYSC1E	Third grade included in school
BYSC1F	Fourth grade included in school
BYSC1G	Fifth grade included in school
BYSC1H	Sixth grade included in school
BYSC1I	Seventh grade included in school
BYSC1J	Eighth grade included in school
BYSC1K	Ninth grade included in school
BYSC1L	Tenth grade included in school
BYSC1M	Eleventh grade included in school
BYSC1N	Twelfth grade included in school
BYSC1O	Grade thirteen or more included in school
BYSC2	Total student enrollment
BYSC3	Total eighth grade enrollment
BYSC4	Sector of school
BYSC5	Eighth grade major program orientation
BYSC5A	Specialized program orientation
BYSC10**	
BYSC16A	Number of students in free lunch program
G8STATE	State in which the sample member attended eighth grade
G8DIVIS	Composite census division
ORSSTRAT	Original superstratum ID

F1-SCHOOL

F1C1*	
F1C1A	Pre-Kindergarten included in school
F1C1B	Kindergarten included in school
F1C1C	First grade included in school
F1C1D	Second grade included in school
F1C1E	Third grade included in school
F1C1F	Fourth grade included in school
F1C1G	Fifth grade included in school
F1C1H	Sixth grade included in school
F1C1I	Seventh grade included in school
F1C1J	Eighth grade included in school
F1C1K	Ninth grade included in school
F1C1L	Tenth grade included in school
F1C1M	Eleventh grade included in school
F1C1N	Twelfth grade included in school
F1C1O	Grade thirteen or more included in school
F1C2	Total student enrollment as of October 1989
F1C3	Total tenth grade enrollment as of October 1989
F1C4	Is sample member's school public or private
F1C4A*	
F1C4AA	School is a comprehensive public school
F1C4AB	School is a public magnet school
F1C4AC	School is a public school of choice
F1C4AD	School is a year round school
F1C4AE	School is a technical/vocational school

F1C4AF	School is a catholic diocesan school
F1C4AG	School is a catholic parish
F1C4AH	School is of catholic religious order
F1C4AI	School is of other religious order
F1C4AJ	School is private, non-religious
F1C4AK	School is a boarding school
F1C4AL	School is an Indian reservation school
F1C4AM	School is a military academy
F1C4AN	School is some other type
F1C5A	Desribes community in which school is located
F1C5B	Further describes where school is located
F1C11C1	Percent of tenth graders in Industrial Arts program
F1C27A	Percent of American Indian tenth graders
F1C27B	Percent of Alaskan Native tenth graders
F1C27C	Percent of Asian/Pacific Islander tenth graders
F1C27D	Percent of Hispanic tenth graders
F1C27E	Percent of Black (non-Hispanic) tenth graders
F1C41K	Number of full-time special ed faculty
G10CTRL2	Classifies first follow-up school type
G10STATE	State in which the first follow-up school is located

F2-SCHOOL

F2SCH_ID	School identification number
F2C1	Total student enrollment as of October, 1991
F2C2	Total 12th grade enrollment as of October, 1991
F2C3A	Pre-Kindergarten included in school
F2C3B	Kindergarten included in school
F2C3C	First grade included in school
F2C3D	Second grade included in school
F2C3E	Third grade included in school
F2C3F	Fourth grade included in school
F2C3G	Fifth grade included in school
F2C3H	Sixth grade included in school
F2C3I	Seventh grade included in school
F2C3J	Eighth grade included in school
F2C3K	Ninth grade included in school
F2C3L	Tenth grade included in school
F2C3M	Eleventh grade included in school
F2C3N	Twelfth grade included in school
F2C3O	Grade thirteen or more included in school
F2C4A	School is a comprehensive public school
F2C4B	School is a public magnet school
F2C4C	School is a public school of choice
F2C4D	School is a year-round school
F2C4E	School is a area vocational school
F2C4F	School is a other technical/vocational school
F2C4G	School is a catholic diocesan
F2C4H	School is a catholic parish

F2C4I	School is a catholic religious order
F2C4J	School is a other private, religious affiliation
F2C4K	School is a private school, no religious affiliation
F2C4L	School is a boarding school
F2C4M	School is an Indian reservation school
F2C4N	School is a military academy
F2C4O	School is an alternative/stay-in-school/drop prevention program
F2C22A	Percent of Asian/Pacific Islander 12th graders
F2C22B	Percent of Hispanic 12th graders
F2C22C	Percent of Black (non-Hispanic) 12th graders
F2C22D	Percent of White (non-Hispanic) 12th graders
F2C22E	Percent of American Indian or Alaskan 12th graders
F2C25A	Percent of students receiving free/reduced-price lunch
F2F1SCFL	Student attended same school in 1990 and 1992
G12CTRL2	Classifies second follow-up school type
G12STATE	Identifies state in which second follow-up is located
G12ENROL	Twelfth grade enrollment
F2SGSPAN	Grade span of second follow-up school
F2SCENRL	Total school enrollment of second follow-up school

BY-PARENTS

BYP47I	Child has mental retardation
BYP48I	Child received services for retardation

BY-TEACHER

BYT2_1C	Course title
BYT2_10A	Title of primary source textbook
BYT2_10B	Author(s) of primary source textbook
BYT2_10C	Publisher of primary source textbook
BYT2_10D	Publication date of primary source textbook
BYT2_10E	Edition of primary source textbook
BYT3_3M	Teacher's birth month
BYT3_3D	Teacher's birth day
BYT3_11A	School from which teacher received bachelor's degree
BYT3_12A	Teacher has no graduate credits
BYT3_12B	University from which teacher received graduate degree

F2-TEACHER

F2SCH_ID	School identification number
F2F1SCFL	Student attended same school in 1990 and 1992

Appendix J

Examples of Second Follow-Up Contacting Letters and Parental Permission Forms

LETTER TO CATHOLIC DIOCESES

I am writing to request your support for the Second Follow-Up of the National Education Longitudinal Study (NELS:88) sponsored by the U.S. Department of Education's National Center for Education Statistics and conducted by NORC, a Social Science Research Center at the University of Chicago.

The goal of the study is to provide trend data about critical transitions experienced by young people as they develop, attend school, and embark on their careers. Given the challenge facing America's schools--to educate all our young people for the next decade, regardless of family circumstances--NELS:88 will complement and strengthen state and local efforts by furnishing new information on how school policies, teacher practices, and family involvement affect student educational outcomes (i.e., academic achievement, persistence in school, and participation in postsecondary education). Among the major issues that NELS:88 data will help us address are: the features of effective schools and intervention programs, the factors that promote academic growth over time, the process of dropping out of school, the role of educational institutions in assisting the disadvantaged, the school experience and academic performance of language minority students, and the role of mathematics and science curriculum in American secondary schools.

In the Spring of 1988, base year data were collected from over 29,000 eighth grade students attending 1,200 schools across the nation and in Spring of 1990, first follow-up data were collected from over 22,000 tenth grade students attending 1,500 schools across the nation. Having completed the 1990 First Follow-Up Study, NORC is currently preparing for the 1992 Second Follow-Up Study which will survey twelfth grade students.

The Second Follow-Up data collection period is scheduled for January through May of 1992. We will be collecting the following data through in-school sessions which will take less than one-half of a school day: cognitive test batteries for twelfth grade students in reading, mathematics, science and social studies, and student questionnaires. We will also ask parents, school administrators, and eligible teachers to complete a questionnaire and return it to us. In addition, we will also collect student transcripts and information on course offerings and enrollments. The collection of course offerings data is scheduled to precede and be concurrent with the student in-school sessions; transcript and enrollment data requests are currently scheduled to begin in September, 1992. The enclosed NELS:88 overview describes the research objectives of NELS:88 Second Follow-Up.

The National Catholic Educational Association (NCEA) reviewed and approved the NELS:88 study and encourages diocesan and school cooperation in this important study.

This fall, we will visit your school to schedule a Survey Day at your convenience, request the name of a School Coordinator, identify teachers eligible for the survey, confirm enrollment of NELS:88 sample members, and collect other supporting information. At this time, we will also select additional students to participate in the survey. We expect to add one to two students on average across the 1500 participating schools.

The research procedures for the Second Follow-Up have been redesigned in an attempt to reduce the burden placed upon schools and minimize the disruption to your school's operations. We have significantly decreased the length of the school administrator's questionnaire. We have also reduced the length of the teacher questionnaire, decreased the size of the teacher sample, and simplified the procedures for its implementation. Survey Days will be flexibly scheduled to meet your convenience. Procedures for the Second Follow-up were field tested to ensure their maximum efficiency and minimal burden. In addition, we are committed to strictly limiting our tasks for the Second Follow-up to the activities outlined above.

An NORC staff member will telephone you within the next few weeks to answer any questions you many have, secure your approval for your school's participation in the study and schedule an appointment to visit the school. If you have further questions concerning the study, please call Gwen Merker collect at (312) 753-7603.

The cooperation and support of schools is crucial to the success of this landmark study. We look forward to working with you on the NELS:88 Second Follow-Up.

Sincerely,

Steven Ingels, Ph.D.
Project Director

SI/kms
Enclosure

LETTER TO PUBLIC DISTRICT

I am writing to request your support for the Second Follow-Up of the National Education Longitudinal Study (NELS:88) sponsored by the U.S. Department of Education's National Center for Education Statistics and conducted by NORC, a Social Science Research Center at the University of Chicago.

The goal of the study is to better understand the impact of earlier educational experiences on high school performance, to explore more fully the transition from eighth grade to high school, and transitions from high school to adult roles. NELS:88 will help us investigate the features of effective schools and intervention programs, the factors that promote academic growth over time, the process of dropping out of school, the role of educational institutions in assisting the disadvantaged, the school experience and academic performance of language minority students, and the nature of the mathematics and science curriculum in American secondary schools.

In the Spring of 1988, base year data were collected from over 29,000 eighth grade students attending 1,200 schools across the nation and in Spring of 1990, first follow-up data were collected from over 22,000 tenth grade students attending 1,500 schools across the nation. Having completed the 1990 First Follow-Up Study, NORC is currently preparing for the 1992 Second Follow-Up Study.

In the Second Follow-Up which will last from February through June 1992, we will be collecting data through: cognitive test batteries for twelfth grade students in reading, mathematics, science and social studies; student, dropout, parent, and teacher, school administrator questionnaires; and the collection of student transcripts and information on course offerings and enrollments. (The collection of course offerings data is scheduled to precede and be concurrent with the student in-school sessions; transcript and enrollment data requests are currently scheduled to begin September, 1992.) The enclosed overview describes the research objectives of NELS:88 Second Follow-Up.

[CHIEF STATE SCHOOL OFFICER] has approved the Second Follow-Up Study and has appointed [STATE COORDINATOR] as State Coordinator for the project. [STATE COORDINATOR] will handle any questions you may have about State approval for the study and will consult with the project staff on survey-related problems at the state or local school level that require resolution from the State Department of Education.

The NELS:88 Second Follow-Up study design and materials have been reviewed on behalf of the Education Information Advisory Council (EIAC) of the Council of Chief State School Officers by Dr. John Stiglmeier, Director, Information Center on Education, New York State Education Department and by Gordon Ensign, Director of Research and Evaluation, State of Washington. Both serve as members of the Technical Review Panel for NELS:88 Second Follow-Up.

We request your permission to contact the principals of schools located in your district that contain NELS:88 sample members. A staff member from NORC will contact you within the next few days to answer any questions you may have, learn your response, and ask you to name a member of your administrative staff to serve as the District Coordinator. The District Coordinator will serve as the project liaison, and answer any questions participating schools may have regarding the study. If you have any questions concerning the study, please call Gwen Merker collect at (312) 753-7603 from 9:00 a.m. - 5:00 p.m. CST.

We look forward to working with you on the Second Follow-Up Study.

Sincerely,

Steven Ingels, Ph.D.
Project Director

SI/kms
Enclosure

STUDENT LETTER

Dear Student,

Four years ago, a number of young men and women were selected to participate in the National Education Longitudinal Study of 1988 (NELS:88). You may remember taking part in that study. In the winter and spring of 1992, we will be conducting the second follow-up to the 1988 survey, and we would like you to participate. This study is sponsored by the U.S. Department of Education and is being conducted by the National Opinion Research Center (NORC), a social science research center at the University of Chicago.

The purpose of NELS:88 is to provide information that will be used by Congress, researchers, and policymakers to improve the quality of education in America. This winter or spring, a representative from NORC will visit your school and help you fill out a Student Questionnaire and a Cognitive Test. The questionnaire will ask about your plans for the future, family and school life, and school work. The Cognitive Test will cover English, mathematics, science, and social studies. Completing the survey should take less than half of a school day. In addition, one or two of your teachers may be asked to complete a Teacher Questionnaire, which will include questions about your school performance. We will also ask you to sign a transcript release form. School transcripts will tell us what courses you have taken; like all information collected in the study, this information will be kept strictly confidential.

An important feature of this study is that it follows the same students as they progress through school and eventually enter the work force and/or pursue higher education. For this reason, we cannot replace you in our sample with anyone else. In order to easily locate you in the future, we will ask for your address and telephone number and those of a relative or close friend.

In accordance with professional survey ethics and Federal regulations, we will hold your test scores and responses to the questionnaire in strictest confidence. After you have completed the questionnaire and test, our representative will immediately remove your name from the documents, to protect your privacy. Survey responses will be made public only in statistical form, such as "70% of twelfth graders reported that they...." **NO ONE from your school will see your answers to the questionnaire, and no one will ever be able to connect your answers with your name.**

Participation in NELS:88 is voluntary, but, because the study is so important, we hope that all students will want to take part. Your opinions and the other information you provide are very important to us. This is your chance to help improve the quality of education in the United States. We are excited about this study and look forward to meeting you. You will be informed shortly of the date, time, and place of the survey session. We hope that you will feel proud about making this important contribution to education in America.

Sincerely,

Steven Ingels, Ph.D.
Project Director

PARENT LETTER AND EXPLICIT CONSENT FORM

January 1992

Dear Parent or Guardian:

Four years ago, a number of young men and women were scientifically selected to participate in the National Education Longitudinal Study of 1988 (NELS:88). You may remember your teenager's participating in that study. In the winter and spring of 1992, we will be conducting the second follow-up to the 1988 survey, and we would like your permission to survey your son or daughter.

The purpose of the survey, which is sponsored by the U.S. Department of Education, is to provide information that will be used by Congress, researchers, and policymakers to improve the quality of education in America. As in the two previous rounds of the study, your son or daughter will be asked to complete a Student Questionnaire and a Cognitive Test. The questionnaire will ask about his or her plans for the future, family and school life, and school work. The Cognitive Test will measure achievement in English, mathematics, science, and social studies. Completing the survey should take less than half of a school day. In addition, one or two of your teenager's teachers may be asked to complete a Teacher Questionnaire, which will include questions about your teenager's school performance. We will also ask your son or daughter to sign a school transcript release form. School transcripts will be used to determine what courses he or she has taken; like all information collected in the study, transcript information will be kept strictly confidential.

An important feature of this study is that it follows the same students as they progress through school and eventually enter the work force and/or pursue higher education. For this reason, we cannot replace your son or daughter in our sample with anyone else. In order to locate our sample members in the future, we will ask your teenager for his or her address and telephone number and those of a relative or close friend.

In accordance with professional survey ethics and Federal regulations, we will hold your teenager's test scores and responses to the questionnaire in strictest confidence. As soon as the survey has been completed, your teenager's name and any other identifying data will be immediately and permanently separated from the test and questionnaire. From then on, his or her data will be identified solely by an ID number. Survey responses will be made public only in statistical form, such as "70% of twelfth graders reported doing at least 4 hours of homework each week."

Participation is completely voluntary--if for any reason you object to your son or daughter's participation, you may simply deny permission. The vast majority of parents in our previous surveys have allowed and encouraged their teenagers to participate in NELS:88. **However, we will need to know whether you will allow your son or daughter to participate in our study. Please take a moment to fill out the form on the reverse side and return it to your teenager's school.**

If you have any questions about the NELS:88 Second Follow-Up Study or your teenager's participation in the survey, please call John Taylor toll-free at 1-800-726-7202 between 9 AM and 5 PM Central Standard Time, Monday through Friday.

We thank you in advance for your cooperation in this important research.

☐ **I GRANT PERMISSION** for my child, ______________________________,
to participate in the NELS:88 Second Follow-Up.

☐ **I DO NOT GRANT** permission for my child, __________________________,
to participate in the NELS:88 Second Follow-Up.

____
SIGNATURE OF PARENT OR GUARDIAN

(__________) ________________________________
AREA CODE TELEPHONE NUMBER

____
DATE OF SIGNATURE

PLEASE RETURN THIS PERMISSION FORM TO YOUR TEENAGER'S SCHOOL AS SOON AS POSSIBLE.

Student Name:

Student ID:

School Name:

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PARENT LETTER AND IMPLIED CONSENT FORM

January 1992

Dear Parent or Guardian:

Four years ago, a number of young men and women were scientifically selected to participate in the National Education Longitudinal Study of 1988 (NELS:88). You may remember your teenager's participating in that study. In the winter and spring of 1992, we will be conducting the second follow-up to the 1988 survey, and we would like your permission to survey your son or daughter.

The purpose of the survey, which is sponsored by the U.S. Department of Education, is to provide information that will be used by Congress, researchers, and policymakers to improve the quality of education in America. As in the two previous rounds of the study, your son or daughter will be asked to complete a Student Questionnaire and a Cognitive Test. The questionnaire will ask about his or her plans for the future, family and school life, and school work. The Cognitive Test will measure achievement in English, mathematics, science, and social studies. Completing the survey should take less than half of a school day. In addition, one or two of your teenager's teachers may be asked to complete a Teacher Questionnaire, which will include questions about your teenager's school performance. We will also ask your son or daughter to sign a school transcript release form. School transcripts will be used to determine what courses he or she has taken; like all information collected in the study, transcript information will be kept strictly confidential.

An important feature of this study is that it follows the same students as they progress through school and eventually enter the work force and/or pursue higher education. For this reason, we cannot replace your son or daughter in our sample with anyone else. In order to locate our sample members in the future, we will ask your teenager for his or her address and telephone number and those of a relative or close friend.

In accordance with professional survey ethics and Federal regulations, we will hold your teenager's test scores and responses to the questionnaire in strictest confidence. As soon as the survey has been completed, your teenager's name and any other identifying data will be immediately and permanently separated from the test and questionnaire. From then on, his or her data will be identified solely by an ID number. Survey responses will be made public only in statistical form, such as "70% of twelfth graders reported doing at least 4 hours of homework each week."

The vast majority of parents in our previous surveys have allowed and encouraged their teenagers to participate in NELS:88. Participation is completely voluntary--if for any reason you object to your son or daughter's participation, you may simply deny permission. If you do not want your son or daughter to participate, please fill out the form on the reverse side and return it to your teenager's school.

If you have any questions about the NELS:88 Second Follow-Up Study or your teenager's participation in the survey, please call John Taylor toll-free at 1-800-726-7202 between 9 AM and 5 PM Central Standard Time, Monday through Friday.

We thank you in advance for your cooperation in this important research.

I DO NOT GRANT PERMISSION for my child, ____________________________,
to participate in the NELS:88 Second Follow-Up.

____
SIGNATURE OF PARENT OR GUARDIAN

(__________) ________________________________
AREA CODE TELEPHONE NUMBER

____
DATE OF SIGNATURE

IF YOU DO NOT CONSENT TO YOUR TEENAGER'S PARTICIPATION IN THE NELS:88 SECOND FOLLOW-UP, PLEASE RETURN THIS FORM TO YOUR TEENAGER'S SCHOOL AS SOON AS POSSIBLE.

SPANISH-LANGUAGE PARENT LETTER AND EXPLICIT CONSENT FORM

Diciembre de 1991

Estimado Padre, Madre o Guardián:

Hace cuatro años, una cantidad de muchachos y muchachas fueron seleccionados por métodos científicos para participar en el Estudio Nacional Longitudinal de Educación de 1988 (NELS:88). Quizás Ud. recuerde que su hijo o hija adolescente participó en ese estudio. En el invierno y primavera de 1992, llevaremos a cabo la segunda continuación de la encuesta de 1988, y quisiéramos solicitarle su permiso para que su hijo o hija responda a la encuesta.

El propósito de la encuesta que está patrocinada por el Departamento de Educación de los Estados Unidos, es proveer información que usará el Congreso, así como también investigadores y planificadores, para mejorar la calidad de la educación en los Estados Unidos de América. Tal como lo hicimos en las dos partes anteriores del estudio, a su hijo o hija se le pedirá que complete un Cuestionario para Estudiantes y un Test Cognitivo. El cuestionario tendrá preguntas acerca de sus planes para el futuro, acerca de su vida familiar y escolar, y de las tareas escolares. El Test Cognitivo medirá su capacidad en inglés, matemáticas, ciencias y estudios sociales. Para completar la encuesta deberá llevarle menos de medio día de escuela. Además, se le pedirá a uno o dos de los maestros de su hijo(a) que complete un Cuestionario para Maestros, que va a tener preguntas sobre el desempeño escolar de su hijo(a). También le pediremos a su hijo o hija que firme un permiso para que podamos obtener su certificado de notas. Los certificados de notas se usarán para determinar que cursos ha tomado su hijo(a); al igual que con toda la información que se obtiene en este estudio, la información de su certificado de notas se mantendrá bajo total confidencialidad.

Una característica importante de este estudio es que sigue a los mismos estudiantes a medida que avanzan a través de la escuela y finalmente ingresan a la fuerza de trabajo, o continúan sus estudios luego de la escuela secundaria. Por esta razón, no podemos cambiar a su hijo o hija en nuestra muestra de participantes por alguna otra persona. Para poder encontrar a los miembros de nuestra muestra en el futuro, le vamos a pedir a su hijo o hija adolescente que nos dé su dirección y número de teléfono y la de algún pariente o amigo.

Siguiendo la ética profesional de encuestas y los reglamentos federales, mantendremos bajo total confidencialided al puntaje que saque en los tests su hijo(a) adolescente y sus respuestas al cuestionario. En cuanto la encuesta haya sido completada, el nombre de su hijo(a) adolescente así como cualquier otro dato que pueda identificarlo(la) será separado inmediata y definitivamente del test y del cuestionario. De ahí en adelante, sus respuestas serán identificadas exclusivamente por un número. Las respuestas a la encuesta sólo se darán a conocer públicamente en forma de estadísticas, como por ejemplo "el 70% de los alumnos del 12$^{vo.}$ grado dijeron que cada semana hacen por lo menos 4 horas de tarea para la escuela."

Participación en este estudio es completamente voluntaria--si por cualquier motivo Ud. no está de acuerdo con que su hijo(a) participe, simplemente puede negar su permiso. La gran mayoría de los padres en nuestras encuestas anteriores han permitido y fomentado la participación de sus hijos adolescentes en NELS:88. **Sin embargo, necesitaremos saber si es que usted va a permitir que su hijo(a) participe en nuestro estudio. Por favor, dedique un momento a completar el formulario que aparece del otro lado y devuélvalo a la escuela de su hijo(a) adolescente.**

Si tiene alguna pregunta acerca de la Segunda Continuación del Estudio NELS:88 o de la participación de su hijo(a) adolescente en esta encuesta, por favor llame a Amelia Solorio a nuestro número de teléfono sin cargo ("toll-free") al 1-800-726-7202, de lunes a viernes, de 9 de la mañana a 5 de la tarde, Hora Estándar Central.

Desde ya le agradecemos su cooperación en en este importante proyecto de investigación.

☐ **DOY PERMISO** para que mi hijo(a), ______________________________, participe en la Segunda Continuación de NELS:88.

☐ **NO DOY PERMISO** para que mi hijo(a), ______________________________, participe en la Segunda Continuación de NELS:88.

____
FIRMA DEL PADRE, MADRE, O GUARDIAN

(________) ______________________________
CODIGO DE AREA NUMERO DE TELEFONO

____
FECHA DE LA FIRMA

POR FAVOR DEVUELVA ESTE PERMISO A LA ESCUELA DE SU HIJO(A) ADOLESCENTE LO ANTES POSIBLE.

Student Name:

Student ID:

School Name:

SPANISH-LANGUAGE PARENT LETTER AND IMPLIED CONSENT FORM

Diciembre de 1991

Estimado Padre, Madre o Guardián:

Hace cuatro años, una cantidad de muchachos y muchachas fueron seleccionados por métodos científicos para participar en el Estudio Nacional Longitudinal de Educación de 1988 (NELS:88). Quizás Ud. recuerde que su hijo o hija adolescente participó en ese estudio. En el invierno y primavera de 1992, llevaremos a cabo la segunda continuación de la encuesta de 1988, y quisiéramos solicitarle su permiso para que su hijo o hija responda a la encuesta.

El propósito de la encuesta que está patrocinada por el Departamento de Educación de los Estados Unidos, es proveer información que usará el Congreso, así como también investigadores y planificadores, para mejorar la calidad de la educación en los Estados Unidos de América. Tal como lo hicimos en las dos partes anteriores del estudio, a su hijo o hija se le pedirá que complete un Cuestionario para Estudiantes y un Test Cognitivo. El cuestionario tendrá preguntas acerca de sus planes para el futuro, acerca de su vida familiar y escolar, y de las tareas escolares. El Test Cognitivo medirá su capacidad en inglés, matemáticas, ciencias y estudios sociales. Para completar la encuesta deberá llevarle menos de medio día de escuela. Además, se le pedirá a uno o dos de los maestros de su hijo(a) que complete un Cuestionario para Maestros, que va a tener preguntas sobre el desempeño escolar de su hijo(a). También le pediremos a su hijo o hija que firme un permiso para que podamos obtener su certificado de notas. Los certificados de notas se usarán para determinar que cursos ha tomado su hijo(a); al igual que con toda la información que se obtiene en este estudio, la información de su certificado de notas se mantendrá bajo total confidencialidad.

Una característica importante de este estudio es que sigue a los mismos estudiantes a medida que avanzan a través de la escuela y finalmente ingresan a la fuerza de trabajo, o continúan sus estudios luego de la escuela secundaria. Por esta razón, no podemos cambiar a su hijo o hija en nuestra muestra de participantes por alguna otra persona. Para poder encontrar a los miembros de nuestra muestra en el futuro, le vamos a pedir a su hijo o hija adolescente que nos dé su dirección y número de teléfono y la de algún pariente o amigo.

Siguiendo la ética profesional de encuestas y los reglamentos federales, mantendremos bajo total confidencialided al puntaje que saque en los tests su hijo(a) adolescente y sus respuestas al cuestionario. En cuanto la encuesta haya sido completada, el nombre de su hijo(a) adolescente así como cualquier otro dato que pueda identificarlo(la) será separado inmediata y definitivamente del test y del cuestionario. De ahí en adelante, sus respuestas serán identificadas exclusivamente por un número. Las respuestas a la encuesta sólo se darán a conocer públicamente en forma de estadísticas, como por ejemplo "el 70% de los alumnos del 12$^{vo.}$ grado dijeron que cada semana hacen por lo menos 4 horas de tarea para la escuela."

La gran mayoría de los padres en nuestras encuestas anteriores han permitido y fomentado la participación de sus hijos adolescentes en NELS:88. Participación en este estudio es completamente voluntaria--si por cualquier motivo Ud. no está de acuerdo con que su hijo(a) participe, simplemente puede negar su permiso. Si Ud. no quiere que su hijo(a) participe, por favor complete el formulario que aparece del otro lado y devuélvalo a la escuela de su hijo(a) adolescente.

Si tiene alguna pregunta acerca de la Segunda Continuación del Estudio NELS:88 o de la participación de su hijo(a) adolescente en esta encuesta, por favor llame a Amelia Solorio a nuestro número de teléfono sin cargo ("toll-free") al 1-800-726-7202, de lunes a viernes, de 9 de la mañana a 5 de la tarde, Hora Estándar Central.

Desde ya le agradecemos su cooperación en en este importante proyecto de investigación.

NO DOY PERMISO para que mi hijo(a), ____,
participe en la Segunda Continuación de NELS:88.

____
FIRMA DEL PADRE, MADRE, O GUARDIAN

(__________) ______________________________
CODIGO DE AREA NUMERO DE TELEFONO

____
FECHA DE LA FIRMA

SI UD. NO DA SU CONSENTIMIENTO PARA QUE SU HIJO(A) ADOLESCENTE PARTICIPE EN LA SEGUNDA CONTINUACION DE NELS:88, POR FAVOR DEVUELVA ESTE FORMULARIO A LA ESCUELA DE SU HIJO(A) ADOLESCENTE LO ANTES POSIBLE.

Student Name:

Student ID:

School Name:

August, 1992

Dear Parent:

I am writing this letter to urge you to participate in the second follow-up to the National Education Longitudinal Study of 1988 (NELS:88), sponsored by the National Center for Education Statistics in the U.S. Department of Education. The goal of this study is to improve education in America, particularly for students whose native language is not English.

Your teenager participated in this study last spring, but in order to understand his or her school experience and educational needs, we need additional information from you. We mailed a questionnaire to you and asked you to fill it out and return it to us; however, we have not yet received it.

In the event that you have not received it or no longer have it, I have included another questionnaire for you. Unfortunately, I do not have one in your native language. If you cannot read the English questionnaire, please ask a friend or relative to help you with it. After you fill it out, please send it back to us in the postage-paid envelope. If you have already returned the questionnaire to us, please accept my thanks and disregard this letter.

Thank you for your cooperation. Your participation in this important study will help us to work toward a better education for all students.

Sincerely,

Lisa Thalji
Associate Project Director
NELS:88 Second Follow-Up

Tháng 8 /1992

Quý vị Phụ Huynh Học Sinh.

Chúng tôi viết bức thơ này đến quý vị, và mong quý vị tham gia vào cuộc theo dõi lần thứ hai về"National Education Longitudinal Study năm 88"do
Trung Tâm Thống Kê Quốc Gia của Bộ Giáo Duc tài trợ. Mục đích của việc nghiên cứu này là hoàn thiện phương pháp giáo duc tại Mỹ. đặc biệt cho học sinh mà tiếng mẹ đẻ không phải là Anh văn.

Mùa xuân vừa qua, con em quý vị đã tham dự cuộc nghiên cứu này, nhưng để hiểu rỏ nhu cầu và kinh nghiệm của các em về giáo duc, chúng tôi cần thêm dữ kiện của quý vị. Chúng tôi đả gởi đến quý vị một bản câu hỏi , yêu cầu quý vị điền vào và gởi trở lại chúng tôi; nhưng cho đến hôm nay chúng tôi vẫn chưa nhận dược bản câu hỏi.

Trường hợp quý vị dã nhận dược bản câu hỏi và dã làm thất lạc, chúng tôi có gởi kèm theo bản khác để quý vị sử dụng.Rất tiếc là chúng tôi không có bản câu hỏi bằng tiếng Việt, xin quý vị vui lòng nhờ một người bạn hoac người trong gia dính dịch dùm quý vị. Sau khi đã điền bản câu hỏi xong, yêu cầu quý vị gởi về chúng tôi trong bao thơ có dán tem. Nếu quý vị đã gởi về chúng tôi bản câu hỏi, xin cám ơn quý vị và xin đừng quang tâm đến bức thơ này.

Xin da ta về sự cộng tác của quý vị. Sư tham gia của quý vị trong công việc nghiên cứu này giúp chúng tôi rất nhiều trong việc hòan thiên công tác giáo dục các học sinh.
Chân thành cám ta.

Lisa Thaiji
Giám Đốc Dư Án
NESL : 88 Theo Dõi/2

Agosto, 1992

Mahal na mga Magulang,

Ang liham pong ito ay sinusulat para hikayatin kayong sumali sa ikalawang pagsusubaybay ng National Education Longitudinal Study ng 1988 (NELS: 88). Ang pag-aaral pong ito ay tinatangkilik ng National Center for Education Statistics sa Kagawaran ng Edukasyon ng Estados Unidos. Ang layunin po ng NELS ay mapabuti ang edukasyon ng Amerika lalong-lalo na sa mga mag-aaral na hindi Ingles ang unang pananalita.

Ang inyo pong anak ay sumali sa NELS noong nakaraang Spring. Ngunit upang maunawaan ang kanikanilang mga karanasan sa paaralan at ang kanilang mga kailangan sa mga pinag-aaralan, minarapat namin na humingi ng karagdagang impormasyon. Kamakailan nagpadala kami ng mga katanungan sa pamamagitan ng koreo, subalit hindi pa namin natangap ang inyong kasagutan.

Kung sakaling hindi pa kayo nakatanggap ng nasabing katanungan, kalakip ng sulat na ito ay ang isa pang kopya ng questionaire. Iminumungkahi namin na hingin ninyo ang tulong ng inyong kamag-anak o kaibigan kung sakaling nahirapan kayong sumagut ng katanungan. Maari po lamang pakisagot ang questionaire at ibalik sa amin sa pamamagitan ng sobre na may nakadikit na selyo.

Kami po ay humihingi ng paumanhin dahil wala kaming questionaire na nakasulat sa Tagalog. Kung nasagot na po ninyo ang naunang questionaire, kami po ay nagpapasalamat.

Maraming salamat sa inyong kooperasyon. Ang pagsasali ninyo ay mahalaga sa aming pag-aaral tungo sa pagpabuti ng edukasyon para sa lahat ng mag-aaral.

Ang inyong lingkod,

Lisa Thalji
Associate Project Director
NELS: 88 Second Follow-Up

尊敬的家長：

我寫此信給您是促請您繼續參加於一九八八年開始的一項長期性全國教育研究(NELS:88)。 該項研究是由美國教育部全國教育統計中心主持的。 其目的在於改進美國的教育，尤其是對英語爲第二語言的的學生的教育。

您的子女去年春季參加了該項研究。 爲了了解他們的學歷以及在教育方面的需求，我們希望您補充一些資料。

我們已給您寄了一份問卷並請您在填妥後寄回。 可是至今我們仍沒有收到。

您可能沒有收到問卷或一時找不到，我們隨信再附上一份。 十分抱歉， 問卷沒有用中文打印。 如您在英文上有困難的話，就請您找親友或朋友幫助一下。 在您填妥後，請用附上的信封（郵費已付）寄給我們。 如果您已寄出， 就請接受我們的謝意，不用再填寫了。

非常感激您的合作。 您對該項重要的研究的參與將有助於所有的學生受到更好的教育。

順致

敬禮！

長期性全國教育研究(NELS:88)
研究課題副主任

Lisa Thalji
一九九二年八月

Appendix K

Spanish-language Version of the Second Follow-Up Student Questionnaire

ESTUDIO LONGITUDINAL DE LA

EDUCACION NACIONAL, 1988

SEGUNDO ESTUDIO COMPLEMENTARIO

CUESTIONARIO ESTUDIANTIL

Preparado para el Centro Nacional de Estadísticas de la Educación
del Departamento de Educación de los EE.UU.

Por: NORC, un Centro de Investigación en Ciencias Sociales,
Universidad de Chicago

UTILIZACION DE LOS DATOS

Los datos obtenidos mediante esta encuesta serán utilizados por educadores y planificadores a nivel federal y estatal en el análisis de ciertas cuestiones importantes que interesan a las escuelas de la nación, tales como las normas educativas, los procedimientos de seguimiento de los cursos de estudios, el abandono de los estudios, la educación de grupos marginados, las necesidades de los estudiantes pertenecientes a grupos lingüísticos minoritarios, los incentivos destinados a despertar interés en el estudio de las ciencias y las matemáticas y los rasgos que caracterizan a aquellas escuelas que se destacan por su eficacia.

CONFIDENCIALIDAD

La política del Centro Nacional de Estadísticas de la Educación requiere la protección de la confidencialidad de la información proporcionada por las personas que participan voluntariamente en nuestros estudios. Queremos que sepas que:

1. La Sección 406 de la Ley sobre Disposiciones Educacionales Generales (20-USC 1221e-1) y la Ley Pública 100-297 nos autorizan a hacerte las preguntas que figuran en este cuestionario.

2. El propósito de estas preguntas es obtener información sobre las experiencias que viven los estudiantes durante el curso de sus estudios secundarios y mientras deciden a qué actividades desean dedicarse una vez que los terminen.

3. Puedes dejar sin responder cualquier pregunta que prefieras no contestar; sin embargo, esperamos que contestes tantas preguntas como sea posible.

4. Tus respuestas serán combinadas con las de los otros estudiantes, y nunca serán identificadas como tuyas.

El tiempo que lleva participar en la presente recolección de datos ha sido estimado en un promedio de tres horas (180 minutos), incluyendo una hora para contestar el cuestionario, hora y media para el Test Cognitivo y un máximo de media hora para la distribución de materiales y el suministro de instrucciones. Por favor, dirige tus comentarios relacionados con esta recolección de datos, o con cualquiera de sus aspectos, a: U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651 y a Office of Management and Budget, Paperwork Reduction Project, Washington, D.C. 20503.

El propósito de este estudio es obtener información para mejorar la comprensión por parte de los profesores y de los educadores sobre las diversas experiencias que atraviesan los estudiantes de escuela secundaria.

Este cuestionario no es una prueba. El Centro necesita tus respuestas, y por eso confía en que contestarás cada pregunta honestamente. Puedes dejar sin responder cualquier pregunta que prefieras no contestar.

INSTRUCCIONES GENERALES

POR FAVOR, LEE CADA PREGUNTA CUIDADOSAMENTE

Es importante que sigas las instrucciones suministradas para contestar cada tipo de pregunta. Las instrucciones son las siguientes:

A. (MARCA UNA RESPUESTA)

¿De qué color tienes los ojos?

(MARCA UNA RESPUESTA)

Pardos/Café	1
Azules	2
Verdes	3
Otro color	4

Si tienes los ojos verdes, marca el número 3 con un círculo, como se indica.

B. (MARCA UNA RESPUESTA EN CADA LINEA)

¿Piensas hacer alguna de las siguientes actividades la próxima semana?

(MARCA UNA RESPUESTA EN CADA LINEA)

		Sí	No estoy seguro	No
a.	Alquilar un video	1	2	3
b.	Ir a un partido de béisbol . . .	1	2	3
c.	Estudiar en casa de un(a) amigo(a)	1	2	3

Si no piensas alquilar un video, ni estás seguro(a) de que irás a un partido de béisbol la semana próxima, pero piensas estudiar en casa de un(a) amigo(a), debes marcar una respuesta en cada línea, como se indica.

C. (MARCA TODAS LAS RESPUESTAS QUE CORRESPONDAN)

¿Participaste en alguna de las siguientes actividades la semana pasada?

(MARCA TODAS LAS RESPUESTAS QUE CORRESPONDAN)

Vi una representación teatral	1
Fui al cine	1
Fui a ver un evento deportivo	1

Si fuiste al cine y a un evento deportivo la semana pasada marca con un círculo los dos números que correspondan.

D. (PREGUNTA CON INSTRUCCION DE PASAR A OTRA)

1. ¿Alguna vez comes chocolate?

(MARCA UNA RESPUESTA)

No .... 1 -- **Pasa a la preg. 3**

Sí .... 2 -- **Sigue con la preg. 2**

2. ¿Siempre te lavas los dientes después de comer chocolate?

(MARCA UNA RESPUESTA)

No 1

Sí 2

3. ¿Participaste en alguna de las siguientes actividades la semana pasada?

(MARCA TODAS LAS RESPUESTAS QUE CORRESPONDAN)

Vi una representación teatral 1

Fui al cine 1

Fui a ver un evento deportivo 1

I. TU DIRECCION

1. **Por favor, escribe tu nombre, dirección y número de teléfono en letra de imprenta.**

☐

NOMBRE:

Apellido ________ Primer nombre ________ Segundo nombre ________

DIRECCION: ________________________
Número Calle

________ No. de departamento

________ Ciudad ________ Estado ________ Código postal (ZIP)

TELEFONO: (___) Código del Area ________ Número de Teléfono No tengo teléfono 1

SIEMPRE QUE EL CUESTIONARIO SE REFIERA A TUS PADRES, A TU MADRE O A TU PADRE, CONTESTA LA PREGUNTA CON RESPECTO AL PADRE, MADRE, TUTOR(A) O GUARDIAN(A), PADRASTRO O MADRASTRA CON QUIEN VIVES LA MAYOR PARTE DEL TIEMPO.

2A. **¿Tienes la misma dirección y el mismo número de teléfono que tu madre?**

☐

(MARCA UNA RESPUESTA)

No . . . . 1 --> **SIGUE CON LA PREG. 2B**
Sí . . . . 2 --> **PASA A LA PREG. 2C, PAG.2**
Mi madre falleció . . . . 3 --> **PASA A LA PREG. 3A, PAG.2**

2B. **Escribe el nombre y la dirección de tu madre en los espacios que aparecen a continuación. Si además de madre tienes tutora, escribe el nombre de aquella con quien vivas la mayor parte del tiempo.**

NOMBRE:

Apellido ________ Primer nombre ________ Segundo nombre ________

DIRECCION: ________________________
Número Calle

________ No. de departamento

________ Ciudad ________ Estado ________ Código postal (ZIP)

TELEFONO:(___) Código del Area ________ Número de Teléfono No tiene teléfono 1

2C. **¿Cuál es el número de teléfono de tu madre en el trabajo?**

TELEFONO: (____) ________________
Código del Area / Número de Teléfono

No tiene trabajo 1

No sé su número 2

3A. **¿Tienes la misma dirección y el mismo número de teléfono que tu padre?**

☐

(MARCA UNA RESPUESTA)

No . . . . 1 --> **SIGUE CON LA PREG. 3B**

Sí . . . . 2 --> **PASA A LA PREG. 3C**

Mi padre falleció . . . . 3 --> **PASA A LA PREG. 4, PAG.3**

3B. **Escribe el nombre y la dirección de tu padre en los espacios que aparecen a continuación. Si además de padre tienes tutor, escribe el nombre de aquél con quien vivas la mayor parte del tiempo.**

NOMBRE:

______________ Apellido
______________ Primer nombre
______________ Segundo nombre

DIRECCION: ________________________________
Número / Calle

______________ No. de departamento

______________ Ciudad
______________ Estado
______________ Código postal (ZIP)

TELEFONO: (____) ________________
Código del Area / Número de Teléfono

No tiene teléfono. 1

3C. **¿Cuál es el número de teléfono de tu padre en el trabajo?**

TELEFONO: (____) ________________
Código del Area / Número de Teléfono

No tiene trabajo 1

No sé su número 2

4A. **Por favor, escribe el nombre, la dirección y el número de teléfono de un pariente o de un amigo íntimo que no viva contigo, pero que siempre sepa cómo encontrarte.**

NOMBRE:

__________________ _____________ _______________
Apellido Primer nombre Segundo nombre

DIRECCION: ____
Número Calle

____
No. de departamento

__________________ ___________ ____________
Ciudad Estado Código postal (ZIP)

TELEFONO: (____) ________________ No tiene teléfono. 1
Código del Area Número de teléfono

4B. **¿Cuál es tu relación o parentesco con esta persona?**

(MARCA UNA RESPUESTA)

Amigo(a) íntimo(a)	1
Pariente	2

II. TUS EXPERIENCIAS Y ACTIVIDADES ESCOLARES

5A. ¿Cuál es la fecha de hoy?

(ESCRIBE LA FECHA A CONTINUACION)

|__|__| |__|__| 19 |__|__|
Mes Día Año

LA RESPUESTA A LA PREGUNTA 5B, COMO A CUALQUIER OTRA PREGUNTA DE ESTE CUESTIONARIO, ES VOLUNTARIO. **ESPERAMOS QUE LAS CONTESTES TODAS, PERO PUEDES PASAR POR ALTO CUALQUIER PREGUNTA QUE NO DESEES RESPONDER.**

5B. ¿Cuál es tu número de Seguro Social (Social Security)? (ESCRIBE EL NUMERO A CONTINUACION)

☐

☐☐☐ ☐☐ ☐☐☐

6A. ¿En qué grado estás?

☐

(MARCA UNA RESPUESTA)

9° grado 1
10° grado 2
11° grado 3
12° grado 4
Ya he completado la escuela secundaria . . . . 5 **(PASA A LA PREGUNTA 114, SUPLEMENTO PARA ESTUDIANTES QUE SE GRADUAN ANTES DE LO PREVISTO, PAGINA 70)**

6B. **Cuando termines tu programa escolar actual, ¿cuál de los siguientes diplomas o certificados es más probable que recibas?**

(MARCA UNA RESPUESTA)

Diploma de la Escuela Secundaria o Superior (High School) 1
Certificado de Equivalencia de la Secundaria (GED) 2
Otro certificado de equivalencia 3
Otro **(ESCRIBE CUAL ABAJO)** 4

____

7. ¿Hasta qué punto estás de acuerdo con cada una de las afirmaciones que aparecen a continuación relacionadas con tu escuela y con tus profesores actuales?

(MARCA UNA RESPUESTA EN CADA LINEA)

	Estoy absolutamente de acuerdo	**Estoy de acuerdo**	**Estoy en desacuerdo**	**Estoy absolutamente en desacuerdo**
a. Existe un verdadero espíritu escolar	1	2	3	4
b. Los estudiantes entablan amistad con estudiantes que pertenecen a otros grupos raciales y étnicos	1	2	3	4
c. La enseñanza es buena	1	2	3	4
d. Los profesores se interesan por los estudiantes	1	2	3	4
e. No me siento seguro en esta escuela	1	2	2	4
f. Las interrupciones ocasionadas por los demás estudiantes me impiden aprender	1	2	3	4
g. A menudo hay peleas entre diferentes grupos étnicos o raciales	1	2	3	4
h. Hay muchas pandillas o "gangas" en la escuela	1	2	3	4
i. Los estudiantes recibimos notas justas	1	2	3	4
j. Muchas veces se hace trampa en los exámenes y tareas	1	2	3	4
k. Algunos maestros hacen como si no se dieran cuenta de las trampas	1	2	3	4
l. La disciplina es justa	1	2	3	4

8. **En el primer semestre o período de este año escolar, ¿cuántas veces te ha ocurrido en la escuela alguna de las siguientes cosas?**

(MARCA UNA RESPUESTA EN CADA LINEA)

		Nunca	**Una o dos veces**	**Más de dos veces**
a.	Me robaron algo en la escuela	0	1	2
b.	Alguien en la escuela me propuso venderme drogas	0	1	2
c.	Alguien me ofreció venderme drogas al ir o al venir de la escuela	0	1	2
d.	Alguien en la escuela me amenazó con hacerme daño	0	1	2
e.	Al ir o al venir de la escuela, alguien me amenazó con hacerme daño	0	1	2
f.	Participé en una pelea a golpes en la escuela	0	1	2
g.	Al ir o al venir de la escuela tuve una pelea a golpes	0	1	2

9. Durante el primer semestre o período del año escolar actual, ¿cuántas veces te ocurrieron algunas de las situaciones enumeradas a continuación?

(MARCA UNA RESPUESTA EN CADA LINEA)

	Nunca	1-2 veces	3-6 veces	7-9 veces	10-15 veces	Más de 15 veces
a. Llegué tarde a la escuela	0	1	2	3	4	5
b. Falté a clases sin permiso	0	1	2	3	4	5
c. Perdí un día de clases	0	1	2	3	4	5
d. Me metí en problemas por no observar los reglamentos de la escuela	0	1	2	3	4	5
e. Me pusieron una suspensión interna	0	1	2	3	4	5
f. Me suspendieron de la escuela o me pusieron en un período de prueba ("probation")	0	1	2	3	4	5
g. Me transfirieron a otra escuela por motivos disciplinarios	0	1	2	3	4	5
h. Me arrestaron	0	1	2	3	4	5
i. Pasé un tiempo en un reformatorio/centro de detención para menores	0	1	2	3	4	5

10. Aquí hay algunas razones que la gente da cuando falta a clases. ¿Cuál fue el motivo principal de tu última ausencia de la escuela?

(MARCA UNA RESPUESTA)

a.	Tuve que cuidar a un familiar o a un amigo íntimo	01
b.	Estaba enfermo	02
c.	Estaba fuera de la ciudad con mi familia	03
d.	Tuve una cita con el médico o el dentista	04
e.	No me sentía con deseos de ir a la escuela	05
f.	Temía que me sucediera algo en el camino de la escuela o en la escuela	06
g.	Tuve que ponerme a trabajar para ayudar a mi familia	07
h.	Tuve dificultades con un profesor o con otro adulto en la escuela	08
i.	Tuve dificultades con otro estudiante o con un grupo de estudiantes	09
j.	Quería estar con amigos que no están en la escuela	10
k.	No me había preparado para un examen o no había preparado una tarea	11
l.	Me había atrasado en mi trabajo escolar	12
m.	Me sentía rechazado por la escuela	13
n.	No recuerdo	14

11A. Si alguna vez faltaste sin justificación, ¿cuándo fue la última vez?

☐

(MARCA UNA RESPUESTA)

a.	Nunca he faltado a la escuela secundaria sin justificación	1	**(PASA A LA PREG. 12A, PAG.10)**
b.	Fue en este semestre o período escolar actual	2	
c.	Fue en el primer semestre o período de este año escolar	3	**(SIGUE CON LA PREG.11B, PAG.10)**
d.	Fue el año escolar pasado	4	
e.	Fue hace 2 años escolares o más	5	

11B. **Durante tu última ausencia sin justificación, ¿cuántos días faltaste a la escuela?**

(MARCA UNA RESPUESTA)

a.	1 ó 2 días	01
b.	3 ó 4 días	02
c.	5 a 10 días	03
d.	11 a 15 días	04
e.	16 a 20 días	05
f.	21 días o más	06

12A. **¿Cuál de las siguientes categorías describe mejor tu programa actual de estudios secundarios?**

☐

(MARCA UNA RESPUESTA)

A.	Programa general de escuela secundaria	01
B	Programa de preparación para la universidad, programa académico o académico especializado (por ejemplo Ciencias, Matemáticas)	02
C.	Otro programa especializado de escuela secundaria (ejemplo, Bellas Artes)	03
D.	Programa vocacional, técnico o comercial/ profesional	
	Artes industriales/educación tecnológica	04
	Oficios agrícolas	05
	Preparación comercial o de oficina	06
	Marketing o distribución de productos	07
	Programas relacionados con la salud	08
	Programas relacionados con la economía doméstica	09
	Educación para el consumidor y el dueño de casa	10
	Oficios técnicos	11
	Oficios comerciales o industriales	12
E.	Programa de Educación Especial	13
F.	Programa Alternativo, Programa para evitar el abandono de los estudios/("Stay-in-School or Dropout Prevention")	14
G.	No sé	15

12B. **¿Cómo entraste a ese programa?**

(MARCA UNA RESPUESTA EN CADA LINEA)

		Sí	No
a.	Me mandaron	1	2
b.	Lo escogí después de hablar con mi profesor o consejero	1	2
c.	Lo escogí después de hablar con mis padres	1	2
d.	Lo escogí después de hablar con mis amigos	1	2
e.	Lo escogí por mi propia cuenta - sin consultar a nadie	1	2
f.	Ese es el único programa en mi escuela	1	2

13. **¿Has estado inscrito en alguno de los siguientes tipos de cursos o programas de la escuela secundaria?**

(MARCA UNA RESPUESTA EN CADA LINEA)

		Sí	No
a.	Cursos de inglés destinados a remediar deficiencias en el aprendizaje del idioma [a veces llamado curso de inglés básico o esencial/("Remedial English")]	1	2
b.	Cursos de matemáticas destinados a remediar deficiencias en el aprendizaje de esa materia (a veces llamados cursos de matemáticas básicas o esenciales)	1	2
c.	Programa o curso bilingüe o bicultural	1	2
d.	Programa de inglés como segundo idioma (ESL)	1	2
e.	Programa de cursos avanzados	1	2
f.	Programa especial para los estudiantes que tienen dificultades con el aprendizaje	1	2
g.	Programa especial para estudiantes que tienen impedimentos físicos	1	2
h.	Programa para la prevención del abandono de estudios	1	2
i.	Programa o curso vocacional en una escuela vocacional de tu zona	1	2
j.	Programa para estudiantes superdotados o con talento especial	1	2
k.	Programa especializado ("magnet") en una escuela separada, o un programa dentro de una escuela secundaria general	1	2

14A. Los programas "Talent Search" y "Upward Bound" son programas que ayudan a los estudiantes de la secundaria con problemas económicos a prepararse para entrar a la universidad y a que les vaya bien. Durante tus años de secundaria, ¿has participado alguna vez en estos programas, o en programas similares?

(MARCA UNA RESPUESTA)

Sí . . . . 1 **(SIGUE CON LA PREGUNTA 14B)**

No . . . . 2 **(PASA A LA PREGUNTA 15A)**

14B. Por favor, marca con un círculo los años que participaste en "Talent Search" y "Upward Bound" o en programas similares.

(MARCA TODAS LAS RESPUESTAS QUE CORRESPONDAN EN CADA LINEA)

		9° Grado (Freshman)	10° Grado (Sophomore)	11° Grado (Junior)	12° Grado (Senior)	No Participé
a.	"Talent Search"	1	1	1	1	1
b.	"Upward Bound"	1	1	1	1	1
c.	Otro programa similar	1	1	1	1	1

15A. ¿Estás tomando ahora, o has tomado una clase de CIENCIAS en los últimos dos años?

(MARCA UNA RESPUESTA)

Sí . . . . 1 **SIGUE CON LA PREG. 15B, PAG. 13)**

No . . . . 2 **(PASA A LA PREG. 18C, PAG.16)**

300

SI AHORA CURSAS DOS CLASES DE CIENCIAS AL MISMO TIEMPO O SI LA ULTIMA VEZ QUE CURSASTE CIENCIAS TOMASTE DOS CLASES AL MISMO TIEMPO, PIENSA SOLAMENTE EN UNA DE ESAS CLASES Y CONTESTA LAS PREGUNTAS DE LA 15B A LA 17 EXCLUSIVAMENTE CON RESPECTO A ESA CLASE.

15B. En tu curso más reciente, o en tu actual curso de CIENCIAS, ¿con qué frecuencia tenías o tienes que. . .

(MARCA UNA RESPUESTA EN CADA LINEA)

		Nunca/ muy rara vez	1-2 veces al mes	1-2 veces a la semana	Casi todos los días	Todos los días
a.	repasar el trabajo del día anterior?	1	2	3	4	5
b.	escuchar conferencias dictadas por el profesor?	1	2	3	4	5
c.	copiar las notas que el profesor escribe en el pizarrón?	1	2	3	4	5
d.	utilizar calculadoras?	1	2	3	4	5
e.	mirar como el profesor demuestra un experimento y enseña a la clase a observar?	1	2	3	4	5
f.	hacer un experimento u observación individual o en grupos pequeños?	1	2	3	4	5
g.	usar un libro u otras instrucciones escritas que indican cómo realizar un experimento?	1	2	3	4	5
h.	escribir informes sobre experimentos u observaciones?	1	2	3	4	5
i.	utilizar computadoras para obtener y/o analizar datos?	1	2	3	4	5
j.	escoger tu propio tema científico o problema para estudiar?	1	2	3	4	5

15B. **(Cont.) En tu clase más reciente, o en tu actual clase de CIENCIAS, ¿con qué frecuencia tenías o tienes que . . .**

		Nunca/ muy rara vez	1-2 veces al mes	1-2 veces a la semana	Casi todos los días	Todos los días
k.	elaborar y realizar experimentos por tu cuenta?	1	2	3	4	5
l.	hablar acerca de las oportunidades profesionales que existen en los campos científicos y tecnológicos	1	2	3	4	5

16. **En tu más reciente, o en tu actual clase de CIENCIAS, ¿cuánto énfasis pone/puso el profesor en los siguientes objetivos?**

(MARCA UNA RESPUESTA EN CADA LINEA)

		Ninguno	Poco	Moderado	Mucho
a.	Estimular tu interés por las ciencias	1	2	3	4
b.	El aprendizaje y la memorización de datos, reglas y principios científicos	1	2	3	4
c.	Tu preparación para la continuación del estudio de las ciencias	1	2	3	4
d.	La reflexión sobre el significado de los problemas y las formas de resolverlos	1	2	3	4
e.	La demostración a los estudiantes de la importancia de las ciencias en la vida cotidiana	1	2	3	4

17. **En tu más reciente, o en tu actual clase de CIENCIAS, ¿con qué frecuencia haces/hacías lo siguiente?**

(MARCA UNA RESPUESTA EN CADA LINEA)

		Nunca	Rara vez	A veces	Con frecuencia	Siempre
a.	¿Poner atención en clase?	1	2	3	4	5
b.	¿Terminar tu tarea a tiempo?	1	2	3	4	5
c.	¿Hacer más tareas que las que te piden?	1	2	3	4	5
d.	¿Participar activamente en clase?	1	2	3	4	5

18A. **¿Estas tomando una clase de ciencias en este período?**

(MARCA UNA RESPUESTA)

Sí, porque es obligatorio . . . . 1 **(SIGUE CON LA PREGUNTA 18B)**

Sí, pero no es obligatorio . . . . 2 **(SIGUE CON LA PREGUNTA 18B)**

No . . . . 3 **(PASA A LA PREGUNTA 18D, PAG. 16)**

18B. **¿Qué importancia tuvo cada una de las siguientes personas en tu decisión de tomar la clase de ciencias que estás tomando en este período? Si alguna de estas personas no te dio ningún consejo acerca de esta clase de ciencias, marca el casillero de la columna "No corresponde" para esa persona.**

(LLENA UN CASILLERO EN CADA LINEA)

	Ninguna importancia		**Alguna importancia**		**Mucha importancia**	**No corresponde**
	01	02	03	04	05	06
a. Tu(s) profesor(es)	☐	☐	☐	☐	☐	☐
b. Tu consejero de orientación	☐	☐	☐	☐	☐	☐
c. Tu padre o madre	☐	☐	☐	☐	☐	☐
d. Tu(s) amigo(s)	☐	☐	☐	☐	☐	☐
e. Tu(s) hermano(s)	☐	☐	☐	☐	☐	☐

18C. **A continuación hay una lista de algunas de las razones que otras personas dan para tomar una clase de ciencias.**

Por favor, categorízalas según la importancia que hayan tenido en tu decisión de cursar la clase de ciencias que estás tomando en este período; marca tus categorías desde "ninguna importancia" (01) hasta "mucha importancia" (05). Si alguna razón no corresponde a tu situación, marca sólo el casillero que dice "no corresponde" para esa razón.

(LLENA UN CASILLERO EN CADA LINEA)

		Ninguna importancia		Alguna importancia		Mucha importancia	No corresponde
		01	02	03	04	05	06
a.	Me interesan las ciencias	☐	☐	☐	☐	☐	☐
b.	Me va bien en ciencias	☐	☐	☐	☐	☐	☐
c.	Necesito cursarla para la universidad o para la escuela comercial/industrial	☐	☐	☐	☐	☐	☐
d.	Necesito cursarla para un trabajo después de la secundaria	☐	☐	☐	☐	☐	☐
e.	La estoy cursando para obtener crédito avanzado para la universidad **(Ahora pasa a la pregunta 19)**	☐	☐	☐	☐	☐	☐

18D. **¿Alguna de las siguientes afirmaciones describe por qué no estás tomando una clase de ciencias este período?**

(MARCA UNA RESPUESTA EN CADA LINEA)

		Sí	**No**
a.	No era requisito para graduarse de la secundaria	1	2
b.	No era requisito para entrar a la universidad o a la escuela vocacional/comercial	1	2
c.	No me interesan las ciencias	1	2
d.	No me va bien en ciencias	1	2
e.	Un(a) profesor(a) me recomendó que no tomara ciencias este período	1	2
f.	Un(a) consejero(a) me recomendó que no tomara ciencias este período	1	2
g.	No sé	1	2

19A. **¿Estás tomando ahora o has tomado una clase de MATEMATICAS en los dos últimos años?**

(MARCA UNA RESPUESTA)

Sí . . . . 1 **(SIGUE CON LA PREGUNTA 19B)**

No . . . . 2 **(PASA A LA PREGUNTA 22D, PAG.20)**

19B. **En tu clase actual de MATEMATICAS, o en la más reciente, ¿con qué frecuencia tenías o tienes que . . .**

(MARCA UNA RESPUESTA EN CADA LINEA)

		Nunca/ muy rara vez	**1-2 veces al mes**	**1-2 veces a la semana**	**Casi todos los días**	**Todos los días**
a.	repasar el trabajo del día anterior?	1	2	3	4	5
b.	escuchar al profesor dar la clase?	1	2	3	4	5
c.	copiar las notas que el profesor escribe en el pizarrón?	1	2	3	4	5
d.	usar libros que no sean libros de texto?	1	2	3	4	5
e.	resolver problemas con palabras o participar en actividades relacionadas con solución de problemas?	1	2	3	4	5
f.	utilizar calculadoras?	1	2	3	4	5
g.	utilizar computadoras?	1	2	3	4	5
h.	explicar tu trabajo a la clase oralmente?	1	2	3	4	5
i.	participar en discusiones dirigidas por los estudiantes?	1	2	3	4	5
j.	utilizar materiales de práctica o modelos?	1	2	3	4	5
k.	hablar acerca de las oportunidades profesionales que existen en los campos científicos o tecnológicos?	1	2	3	4	5
l.	escribir sobre matemáticas?	1	2	3	4	5

20. **En tu clase actual o más reciente de MATEMATICAS, ¿cuánto énfasis pone/puso el profesor en cada uno de los siguientes objetivos?**

(MARCA UNA RESPUESTA EN CADA LINEA)

	Nada	Poco	Moderado	Mucho
a. Estimular tu interés por las matemáticas	1	2	3	4
b. El aprendizaje y la memorización de datos, reglas y procedimientos	1	2	3	4
c. Tu preparación para la continuación del estudio de las matemáticas	1	2	3	4
d. La reflexión sobre el significado de los problemas y las formas de resolverlos	1	2	3	4
e. La demostración a los estudiantes de la importancia de las matemáticas en la vida cotidiana	1	2	3	4

21. **En tu más reciente, o en tu actual clase de MATEMATICAS, ¿con qué frecuencia haces/hacías lo siguiente?**

(MARCA UNA RESPUESTA EN CADA LINEA)

	Nunca	Rara vez	A veces	Con frecuencia	Siempre
a. ¿Poner atención en clase?	1	2	3	4	5
b. ¿Terminar tu tarea a tiempo?	1	2	3	4	5
c. ¿Hacer más tareas que las que te piden?	1	2	3	4	5
d. ¿Participar activamente en clase?	1	2	3	4	5

22A. **¿Estás tomando una clase de matemáticas este período?**

(MARCA UNA RESPUESTA)

Sí, porque es obligatorio	1	**(SIGUE CON LA PREGUNTA 22B, PAG. 19)**
Sí, pero no es obligatorio	2	**(SIGUE CON LA PREGUNTA 22B, PAG. 19)**
No	3	**(PASA A LA PREGUNTA 22D, PAG. 19)**

22B. **¿Qué importancia tuvo cada una de las siguientes personas en tu decisión de tomar la clase de matemáticas que estás tomando este período? Si alguna de estas personas no te aconsejó que tomaras esta clase de matemáticas, marca el casillero de la columna "No corresponde" para esa persona.**

(LLENA UN CASILLERO EN CADA LINEA)

	Ninguna importancia		Alguna importancia		Mucha importancia	No corresponde
	01	02	03	04	05	06
a. Tu(s) profesor(es)	☐	☐	☐	☐	☐	☐
b. Tu consejero de orientación	☐	☐	☐	☐	☐	☐
c. Tu padre o madre	☐	☐	☐	☐	☐	☐
d. Tu(s) amigo(s)	☐	☐	☐	☐	☐	☐
e. Tu(s) hermano(s)	☐	☐	☐	☐	☐	☐

22C. **A continuación hay una lista de algunas de las razones que otras personas dan para tomar una clase de matemáticas.**

Por favor, categorízalas según la importancia que hayan tenido en tu decisión de cursar la clase de matemáticas que estás tomando en este período; marca tus categorías desde "ninguna importancia" (01) hasta "mucha importancia" (05). Si alguna razón no corresponde a tu situación, marca sólo el casillero que dice "no corresponde" para esa razón.

(LLENA UN CASILLERO EN CADA LINEA)

	Ninguna importancia		Alguna importancia		Mucha importancia	No corresponde
	01	**02**	**03**	**04**	**05**	**06**
a. Me interesan las matemáticas	☐	☐	☐	☐	☐	☐
b. Me va bien en matemáticas	☐	☐	☐	☐	☐	☐
c. Necesito cursarla para la universidad o para la escuela comercial/industrial	☐	☐	☐	☐	☐	☐
d. Necesito cursarla para un trabajo después de la secundaria	☐	☐	☐	☐	☐	☐
e. La estoy cursando para obtener crédito avanzado para la universidad **(Ahora pasa a la Pregunta 23A, pág 22)**	☐	☐	☐	☐	☐	☐

22D. **¿Alguna de las siguientes afirmaciones describe por qué no estás tomando una clase de matemáticas este período?**

(MARCA UNA RESPUESTA EN CADA LINEA)

		Sí	No
a.	No era obligatorio para graduarse de la secundaria	1	2
b.	No era obligatorio para entrar a la universidad o a la escuela vocacional o comercial	1	2
c.	No me interesan las matemáticas	1	2
d.	No me va bien en matemáticas	1	2
e.	Un(a) profesor(a) me recomendó que no tomara matemáticas este período	1	2
f.	Un(a) consejero(a) me recomendó que no tomara matemáticas este período	1	2
g.	No sé	1	2

23A. **¿Has tomado una clase VOCACIONAL/TECNICA en los dos últimos dos años? Algunos ejemplos de clases técnicas o vocacionales son: economía doméstica, comercio y secretariado, y mecánica de automóviles.**

(MARCA UNA RESPUESTA)

Sí . . . . 1 **(SIGUE CON LA PREG. 23B)**

No . . . . 2 **(PASA A LA PREG. 24, PAG. 22)**

SI ESTAS TOMANDO, O TOMASTE RECIENTEMENTE, DOS O MAS CLASES VOCACIONALES/TECNICAS AL MISMO TIEMPO, PIENSA EN UNA DE ESAS CLASES Y CONTESTA LA PREGUNTA 23B SOLAMENTE PARA ESA CLASE.

23B. **En tu actual clase VOCACIONAL/TECNICA o en la más reciente, ¿cuánto énfasis pone/puso el profesor en los siguientes objetivos?**

(MARCA UNA RESPUESTA EN CADA LINEA)

	Ninguno	**Poco**	**Moderado**	**Mucho**
a. Aumentar tu interés en esa materia	1	2	3	4
b. Enseñarte conocimientos que puedas emplear inmediatamente	1	2	3	4
c. Enseñarte datos, reglas y procedimientos	1	2	3	4
d. Ayudarte a comprender los modos de aplicación de las ideas científicas y de las matemáticas en el trabajo	1	2	3	4
e. Reflexionar sobre el significado de un problema y sobre las diversas formas de resolverlo.	1	2	3	4
f. Ayudarte a comprender los principios matemáticos y científicos mediante el uso de herramientas, máquinas, instrumentos de laboratorio, etc.	1	2	3	4
g. Prepararte para continuar con tu educación vocacional	1	2	3	4

24. **¿Con qué frecuencia vienes a clases SIN lo siguiente?**

(MARCA UNA RESPUESTA EN CADA LINEA)

		Generalmente	Con frecuencia	Raramente	Nunca
a.	Papel o lápiz	1	2	3	4
b.	Libros	1	2	3	4
c.	Tareas terminadas	1	2	3	4

25. **CADA SEMANA, ¿cuánto tiempo le dedicas, dentro y fuera de la escuela, a las tareas que se te asignan, tanto en total como para cada una de las siguientes clases, para hacer en la casa?**

☐

a. **Tiempo dedicado a las tareas de *matemáticas* cada semana**

(MARCA UNA RESPUESTA EN CADA COLUMNA)

	En la escuela cada semana	Fuera de escuela cada semana
No estoy cursando matemáticas	00	00
Nada de tiempo	01	01
Menos de 1 hora	02	02
1-3 horas	03	03
4-6 horas	04	04
7-9 horas	05	05
10-12 horas	06	06
13-15 horas	07	07
Más de 15 horas	08	08

b. **Tiempo dedicado a las tareas de *ciencias* cada semana**

(MARCA UNA RESPUESTA EN CADA COLUMNA)

	En la escuela cada semana	Fuera de la escuela cada semana
No estoy cursando ciencias	00	00
Nada de tiempo	01	01
Menos de 1 hora	02	02
1-3 horas	03	03
4-6 horas	04	04
7-9 horas	05	05
10-12 horas	06	06
13-15 horas	07	07

Más de 15 horas	08	08

25. **(Cont.) CADA SEMANA, ¿cuánto tiempo le dedicas, dentro y fuera de la escuela, a las tareas que se te asignan, tanto en total como para cada una de las siguientes clases, para hacer en la casa?**

c. **Tiempo dedicado a las tareas de *inglés* cada semana**
(MARCA UNA RESPUESTA EN CADA COLUMNA)

	En la escuela cada semana	**Fuera de la escuela cada semana**
No estoy cursando inglés	00	00
Nada de tiempo	01	01
Menos de 1 horar	02	02
1-3 horas	03	03
4-6 horas	04	04
7-9 horas	05	05
10-12 horas	06	06
13-15 horas	07	07
Más de 15 horas	08	08

d. **Tiempo dedicado a las tareas de *historia o estudios sociales* cada semana**
(MARCA UNA RESPUESTA EN CADA COLUMNA)

	En la escuela cada semana	**Fuera de la escuela cada semana**
No estoy cursando historia o estudios sociales	00	00
Nada de tiempo	01	01
Menos de 1 hora	02	02
1-3 horas	03	03
4-6 horas	04	04
7-9 horas	05	05
10-12 horas	06	06
13-15 horas	07	07
Más de 15 horas	08	08

25. **(Cont.) CADA SEMANA, ¿cuánto tiempo le dedicas, dentro y fuera de la escuela, a las tareas que se te asignan, tanto en total como para cada una de las siguientes clases, para hacer en la casa?**

e. **Tiempo dedicado a las tareas de *todas las demás clases* cada semana**

(MARCA UNA RESPUESTA EN CADA COLUMNA)

	En la escuela cada semana	**Fuera de la escuela cada semana**
Nada de tiempo	01	01
Menos de 1 hora	02	02
1-3 horas	03	03
4-6 horas	04	04
7-9 horas	05	05
10-12 horas	06	06
13-15 horas	07	07
Más de 15 horas	08	08

f. **Tiempo dedicado a las tareas *en total* cada semana**

(MARCA UNA RESPUESTA EN CADA COLUMNA)

	En la escuela cada semana	**Fuera de la escuela cada semana**
Nada de tiempo	01	01
Menos de 1 hora	02	02
1-3 horas	03	03
4-6 horas	04	04
7-9 horas	05	05
10-12 horas	06	06
13-15 horas	07	07
16-20 horas	08	08
Más de 20 horas	09	09

26. **Por favor dinos qué personas, además de tus padres, te han ayudado con tus tareas escolares durante los últimos dos años.**

(MARCA UNA RESPUESTA EN CADA LINEA)

		Sí	**No**
a.	Un(a) profesor(a) en tu escuela	1	2
b.	Una persona, fuera de la escuela, que cobra por sus servicios	1	2
c.	Otro estudiante (por ejemplo uno recomendado por la escuela para hacer de tutor)	1	2
d.	Tu hermano(a)	1	2
e.	Un(a) compañero(a) de curso o un amigo(a)	1	2
f.	Otra persona (ESCRIBE QUIEN ABAJO)	1	2

____

27. **¿Has tomado algún examen de competencia mínima o de capacidad, requerido para graduarte de la secundaria?**

(MARCA UNA RESPUESTA)

Sí, lo he tomado más de una vez 1
(SIGUE CON LA PREG. 28)
Sí, lo he tomado una vez 2

No, pero es obligatorio 3

No, mi escuela no lo exige . . . . 4 **(PASA A LA PREG. 29)**

No sé 5

28. **¿Aprobaste, te reprobaron, o no sabes todavía el resultado del examen de competencia o de capacidad que tomaste *más recientemente?***

(MARCA UNA RESPUESTA)

Lo aprobé 1
Me reprobaron 2
No sé todavía los resultados 3

29. Los esfuerzos de algunos estudiantes son premiados por la escuela o la comunidad. Durante la primera mitad del año escolar, ¿ganaste alguno de los premios mencionados a continuación, o fuiste objeto de alguna distinción por tus esfuerzos o por tu participación en ciertas actividades?

(MARCA UNA RESPUESTA EN CADA LINEA)

	Sí	No
a. Fui elegido para un cargo de una clase	1	2
b. Gané un premio escolar	1	2
c. Recibí un premio en una feria científica o de matemáticas	1	2
d. Recibí una distinción especial por mi buena asistencia a clases	1	2
e. Recibí una distinción especial por mis buenas notas o por figurar en la lista de honor	1	2
f. Recibí una distinción especial por escribir un ensayo o un poema	1	2
g. Me nombraron el mejor jugador de un equipo deportivo	1	2
h. Recibí un premio por servicios prestados a la comunidad	1	2
i. Recibí un premio en un concurso vocacional o de conocimientos técnicos	1	2

30A. Por favor, marca una respuesta por CADA tipo de deporte/actividad deportiva interescolar en que hayas participado durante el transcurso del AÑO ESCOLAR ACTUAL ("INTERESCOLAR" se usa cuando tu escuela compite contra equipos de otras escuelas).

(EN CADA LINEA MARCA UNA RESPUESTA EN EL NUMERO MAS ALTO QUE CORRESPONDA)

	Mi escuela no lo tiene	**No participé**	**Participé en un equipo "junior varsity"**	**Participé en un equipo "varsity"**	**Participé como capitán o como co-capitán de algún equipo**
a. Un deporte de equipo (béisbol, baloncesto, fútbol, soccer, hockey, etc.)	1	2	3	4	5
b. Un deporte individual (carrera "cross-country", gimnasia, golf, tenis, carreras atléticas, lucha)	1	2	3	4	5
c. "Cheerleading", "pompon", "drill team"	1	2	3	4	5

30B. **Por favor, marca una respuesta por cada actividad en que hayas participado durante el transcurso del AÑO ESCOLAR ACTUAL. En cada línea marca con un círculo el número más alto que corresponda.**

CLUBES, GRUPOS DE LA ESCUELA, DEPORTES INTRAMURALES

(EN CADA LINEA MARCA UNA RESPUESTA EN EL NUMERO MAS ALTO QUE CORRESPONDA)

		No participé	**Participé**	**Participé como oficial/ leader**	**No existe en esta escuela**
a.	Banda, orquesta, coro u otro grupo musical	1	2	3	4
b.	Club de arte dramático, representación teatral	1	2	3	4
c.	Gobierno estudiantil	1	2	3	4
d.	National Honor Society, otra sociedad honorífica escolar	1	2	3	4
e.	Anuario, periódico o revista literaria escolar	1	2	3	4
f.	Clubes de servicio (American Field Service [AFS], Key Club, etc).	1	2	3	4
g.	Clubes escolares (club de arte, computación, ingeniería, debate/ oratoria, idiomas extranjeros, ciencias, matemáticas, psicología, filosofía, etc.)	1	2	3	4
h.	Clubes de aficionados (fotografía, ajedrez, etc.)	1	2	3	4
i.	Future Teachers of America, (FTA), Future Homemakers of America (FHA), Future Farmers of America (FFA) u otros clubes vocacionales o profesionales	1	2	3	4
j.	Equipo deportivo de intramuros (béisbol, baloncesto, fútbol, soccer, hockey, etc.)	1	2	3	4
k.	Deporte individual de intramuros (carrera "cross-country", gimnasia, golf, tenis, carreras atléticas, lucha, natación, etc.)	1	2	3	4

31. **Durante el transcurso de una semana típica, ¿cuánto tiempo pasas, en total, en todas las actividades extracurriculares (deportes, clubes u otras actividades) AUSPICIADAS POR LA ESCUELA?**

(MARCA UNA RESPUESTA)

Nada de tiempo	01
Menos de una hora por semana	02
1 - 4 horas por semana	03
5 - 9 horas por semana	04
10 - 14 horas por semana	05
15 - 19 horas por semana	06
20 - 24 horas por semana	07
25 horas o más por semana	08

32. **¿Cuánto tiempo adicional dedicas por semana, fuera de la escuela, a leer materiales *no* relacionados con trabajo escolar? (No incluyas las lecturas que se te asignan en la escuela).**

(MARCA UNA RESPUESTA)

Nada de tiempo	01
Una hora por semana o menos	02
2 horas	03
3 horas	04
4-5 horas	05
6-7 horas	06
8-9 horas	07
10 horas o más por semana	08

33. ¿Con qué frecuencia te dedicas a las siguientes actividades, que no estén patrocinadas por tu escuela?

(MARCA UNA RESPUESTA EN CADA LINEA)

		Nunca/ rara vez	Menos de una vez por semana	Una o dos veces por semana	Todos los días o casi todos los días
a.	Usar computadoras personales, sin contar su uso para tareas relacionadas con la escuela ni juegos de video/ computadoras	1	2	3	4
b.	Dedicarte por tu cuenta a pasatiempos predilectos ("hobbies"), en proyectos artísticos o manuales	1	2	3	4
c.	Participar en actividades religiosas	1	2	3	4
d.	Participar en programas de agrupaciones juveniles o en programas deportivos de recreo	1	2	3	4
e.	Hacer trabajo voluntario o de servicio comunitario	1	2	3	4
f.	Conducir o pasear en automóvil (solo o con amigos)	1	2	3	4
g.	Conversar o hacer algo con tus amigos	1	2	3	4
h.	Conversar o hacer algo con tu padre o tu madre	1	2	3	4
i.	Conversar o hacer algo con otros adultos	1	2	3	4
j.	Tomar clases (música, arte, idiomas, baile) que no estén patrocinados por tu escuela	1	2	3	4
k.	Tomar lecciones de deporte	1	2	3	4
i.	Participar en deportes (que no estén patrocinados por tu escuela)	1	2	3	4

34. **Durante el año escolar, ¿cuántas horas por día dedicas GENERALMENTE a jugar juegos de video o de computadora, tales como Nintendo? RESPONDE EN AMBAS COLUMNAS "A" Y "B", A CONTINUACION.**

	(MARCA UNA RESPUESTA)	(MARCA UNA RESPUESTA)
	A	**B**
	Durante la semana	**En el fin de semana**
No juego juegos de video/computadora	01	01
Menos de una hora al día	02	02
Una hora o más, pero menos de dos	03	03
Dos horas o más, pero menos de tres	04	04
Tres horas o más, pero menos de cinco	05	05
Cinco horas o más al día	06	06

35. **Durante el año escolar, ¿cuántas horas por día dedicas GENERALMENTE a mirar programas de televisión o videos? RESPONDE EN AMBAS COLUMNAS "A" Y "B" A CONTINUACION.**

	(MARCA UNA RESPUESTA)	(MARCA UNA RESPUESTA)
	A	**B**
	Durante la semana	**En el fin de semana**
No miro televisión	01	01
Menos de una hora al día	02	02
Una hora o más, pero menos de dos	03	03
Dos horas o más, pero menos de tres	04	04
Tres horas o más, pero menos de 5	05	05
Cinco horas o más al día	06	06

36. **El congreso está evaluando varios tipos de programas para que los jóvenes de toda la nación presten servicios.**

Si hubiera un programa de servicio obligatorio por dos años después de terminar la escuela secundaria, ¿cuál de los dos siguientes sería más probable que hicieras?

	(MARCA UNA RESPUESTA)
Servicio militar con beneficios para educarse después (como becas para veteranos)	1
Servicio comunitario con beneficios para educarse después (como trabajo en hospitales, en el Cuerpo de Paz, en el servicio forestal)	2
No sé	3

37. Durante los últimos dos años (desde el 1° de enero de 1990 hasta ahora), ¿has hecho algún trabajo voluntario sin pago o servicio comunitario (a través de organizaciones como la Little League, los scouts, clubes de servicio, grupos de iglesia, grupos de estudiantes o grupos de acción social)?
(MARCA UNA RESPUESTA EN CADA LINEA)

Sí .... 1 **(SIGUE CON LA PREG.38)**

No .... 2 **(PASA A LA PREG.40, PAG.32)**

38. De todos los trabajos voluntarios sin pago que has hecho, ¿alguno era...

(MARCA UNA RESPUESTA EN CADA LINEA)

		Sí	**No**
a.	totalmente voluntario?	1	2
b.	por orden de la corte?	1	2
c.	requisito para una de tus clases?	1	2
d.	exigido por otras razones?	1	2
e.	muy recomendado por otra persona?	1	2

39. ¿En cuál de los siguientes tipos de organizaciones desarrollas/desarrollaste tus actividades durante tu trabajo voluntario sin pago o durante tu servicio comunitario?
(MARCA UNA RESPUESTA EN CADA LINEA)

		Sí	**No**
a.	Una organización juvenil, entrenando a la "Little League" o dando ayuda a los scouts	1	2
b.	Organizaciones de servicio como "Big Brother" o "Big Sister"	1	2
c.	Organizaciones o clubes políticos	1	2
d.	Grupos relacionados con, o pertenecientes a la iglesia (sin incluir servicios religiosos)	1	2
e.	Centros comunitarios, para mejoramiento del barrio, o asociaciones o grupos de acción social	1	2
f.	Grupo organizado de voluntarios en un hospital o en un hogar de convalescencia ("nursing home")	1	2
g.	Organizaciones de educación	1	2
h.	Un grupo de preservación de la naturaleza, de reciclaje o ecológico, como el "Sierra Club" o el "Nature Conservancy"	1	2

III. TUS PLANES PARA EL FUTURO

40. **¿Qué importancia le das a cada uno de los siguientes objetivos en la vida?**

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(MARCA UNA RESPUESTA EN CADA LINEA)

		Ninguna importancia	**Alguna importancia**	**Mucha importancia**
a.	Tener éxito en mi línea de trabajo	1	2	3
b.	Encontrar a la persona con quien desee casarme y ser feliz con mi familia	1	2	3
c.	Tener mucho dinero	1	2	3
d.	Tener buenos amigos	1	2	3
e.	Conseguir un trabajo estable	1	2	3
f.	Ayudar a otros miembros de mi comunidad	1	2	3
g.	Poder ofrecer a tus hijos mejores oportunidades que las que yo he tenido	1	2	3
h.	Vivir cerca de mis padres y demás familiares	1	2	3
i.	Alejarme de esta comunidad	1	2	3
j.	Contribuir a corregir las desigualdades económicas y sociales	1	2	3
k.	Tener hijos	1	2	3
l.	Tener tiempo libre suficiente para disfrutar de las cosas que me interesan	1	2	3
m.	Alejarme de mis padres	1	2	3
n.	Llegar a ser un experto en mi campo de trabajo	1	2	3
o.	Obtener una buena educación	1	2	3

41. **¿Qué consideran las siguientes personas que es lo más importante que debes hacer al terminar tus estudios secundarios?**

(MARCA UNA RESPUESTA EN CADA LINEA)

	Ir a la universidad	Conseguir un empleo a tiempo completo	Ingresar en una escuela de artes y oficios o en un programa de aprendizaje	Ingresar en las Fuerzas Armadas	Casarme	Consideran que debo hacer lo que yo quiera	No les importa	No sé	No corresponde
a. Tu padre	01	02	03	04	05	06	07	08	09
b. Tu madre	01	02	03	04	05	06	07	08	09
c. Tus amigos	01	02	03	04	05	06	07	08	09
d. Un pariente cuyos consejos respetas	01	02	03	04	05	06	07	08	09
e. Tu consejero en la escuela	01	02	03	04	05	06	07	08	09
f. Tu profesor favorito	01	02	03	04	05	06	07	08	09
g. Tu entrenador deportivo	01	02	03	04	05	06	07	08	09

42. ¿Hasta qué grado crees que tu padre y tu madre desean que prosigas tus estudios? (CONTESTA LAS COLUMNAS "A" Y "B" QUE APARECEN A CONTINUACION CON RESPECTO A LAS PERSONAS CON QUIENES VIVES O CON QUIENES ESTAS EN CONTACTO REGULAR)

EN CADA COLUMNA MARCA EL NUMERO MAS ALTO QUE CORRESPONDA

	A. Padre (o guardián)	B. Madre (o guardiana)
No tiene aplicación en mi caso	00	00
No quiere que me gradúe de la escuela secundaria	01	01
Quiere que me gradúe de la secundaria solamente	02	02
ESCUELA VOCACIONAL, DE ARTES Y OFICIOS O COMERCIAL DESPUES DE LA SECUNDARIA		
Quiere que curse menos de 2 años de escuela	03	03
Quiere que curse dos años o más de escuela	04	04
Quiere que reciba un título de una escuela vocacional/técnica/comercial	05	05
PROGRAMA UNIVERSITARIO		
Quiere que curse menos de dos años de universidad	06	06
Quiere que curse dos o más años de universidad (incluyendo un programa de 2 años)	07	07
Quiere que termine la universidad en un programa de cuatro o cinco años)	08	08
ESCUELA PROFESIONAL O DE POSGRADO		
Quiere que reciba un título de maestría o equivalente	09	09
Quiere que reciba un título de Ph.D., M.D., u otro título profesional	10	10
No sé	11	11

43. Actualmente, ¿cuántos años de estudios crees que cursarás?

☐

(MARCA UNA SOLA RESPUESTA EN EL NUMERO MAS ALTO QUE CORRESPONDA)

Creo que no me graduaré de la escuela secundaria 01

Creo que me graduaré de la secundaria solamente 02

ESCUELA VOCACIONAL, DE ARTES Y OFICIOS O COMERCIAL, DESPUES DE LA SECUNDARIA

Creo que cursaré menos de 2 años de escuela 03

Creo que me graduaré de un programa de dos años o más de escuela 04

Creo que me graduaré con un título de una escuela vocacional/técnica/comercial 05

PROGRAMA UNIVERSITARIO

Creo que cursaré menos de 2 años de universidad 06

Creo que me graduaré de un programa de dos años o más de universidad (incluyendo un programa de 2 años) 07

Creo que me graduaré de la universidad de un programa de cuatro o cinco años 08

ESCUELA PROFESIONAL O DE POSGRADO

Creo que me graduaré con un título de maestría o equivalente 09

Creo que me graduaré con un título de Ph.D., M.D., u otro título profesional 10

No sé 11

44. ¿Has tomado o piensas tomar este año alguno de los siguientes exámenes?

☐

(MARCA UNA RESPUESTA EN CADA LINEA)

	No he pensado en ello	**No, no pienso tomarlo**	**Sí, ya lo he tomado**	**Sí, pienso tomarlo este año**	**¿Cuándo fue la vez más reciente que lo tomaste, o cuándo piensas tomarlo?**
a. Examen "Pre-SAT"	1	2	3	4	|_|_| |_|_| MES AÑO
b. College Board Scholastic Aptitude Test (SAT)	1	2	3	4	|_|_| |_|_| MES AÑO
c. American College Testing test (ACT)	1	2	3	4	|_|_| |_|_| MES AÑO
d. Advanced Placement (AP) test	1	2	3	4	|_|_| |_|_| MES AÑO
e. Armed Services Vocational Aptitude Battery (ASVAB)	1	2	3	4	|_|_| |_|_| MES AÑO
f. Otros exámenes de admisión	1	2	3	4	|_|_| |_|_| MES AÑO

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45. **Para prepararte para el SAT o el ACT, ¿hiciste o piensas hacer alguna de las siguientes actividades?**

(MARCA UNA RESPUESTA EN CADA LINEA)

	Sí	No
a. Tomar un curso especial en tu escuela secundaria	1	2
b. Tomar un curso ofrecido por una institución comercial especializada en preparación para estos exámenes	1	2
c. Recibir clases privadas (para tí solo)	1	2
d. Estudiar con libros especiales para preparar estos exámenes	1	2
e. Usar un video especial para preparar estos exámenes	1	2
f. Usar un programa de computadoras especial para preparar estos exámenes	1	2

46. **¿Cómo piensas pasar este verano (1992)? ¿Piensas...**

(MARCA UNA RESPUESTA EN CADA LINEA)

	Sí	No
a. trabajar a tiempo parcial?	1	2
b. trabajar a tiempo completo?	1	2
c. tomar algunos cursos de secundaria?	1	2
d. tomar algunos cursos universitarios?	1	2

47. **¿Te parece que ahora ya tienes suficiente preparación para el trabajo o carrera que crees que vas a desempeñar de aquí a 5 años?**

(MARCA UNA RESPUESTA)

No, voy a necesitar entrenamiento/aprendizaje adicional	1
No, voy a necesitar experiencia adicional de trabajo/entrenamiento en el trabajo	2
No, voy a necesitar un programa universitario de dos o cuatro años	3
No, necesitaré asistir a una escuela vocacional o de artes y oficios	4
Sí, ya tengo suficiente preparación	5

48A. **¿Piensas entrar en las Fuerzas Armadas (por ejemplo, Guardacostas, Guardia Nacional, la Reserva, o ROTC)?**

(MARCA UNA RESPUESTA)

No . . . . 1 **(PASA A LA PREGUNTA 49)**

Sí, ya me he enrolado 2

Sí, en cuanto termine la escuela
secundaria . . . . 3 **(SIGUE CON LA PREGUNTA 48B)**

Sí, más adelante 4

48B. **¿A qué rama de las Fuerzas Armadas?**

(MARCA UNA RESPUESTA)

Fuerzas Armadas Regulares (Ejército,
Marina, Fuerza Aérea, Marines) 1

Guardacostas 2

Guardia Nacional o Reservas 3

ROTC 4

48C. **¿Cuál es tu razón principal para ingresar a las Fuerzas Armadas?**

(MARCA UNA RESPUESTA)

a. Para servir a mi país 1

b. Necesito trabajo 1

c. Para recibir entrenamiento para futuros
trabajos 1

d. Para recibir dinero para continuar
con mis estudios 1

e. Otra razón 1

49. **¿Piensas continuar tus estudios inmediatamente después de terminar la secundaria?**

(MARCA UNA RESPUESTA)

Sí . . . . 1 **(PASA A LA PREGUNTA 57, PAG.41)**

No . . . . 2 **(SIGUE CON LA PREGUNTA 50, PAG.38)**

No sé . . . . 3 **(SIGUE CON LA PREGUNTA 50, PAG.38)**

50. **¿Cuál de las siguientes razones corresponden con tu decisión de NO continuar con tu educación inmediatamente después de terminar la secundaria?**

(MARCA UNA RESPUESTA EN CADA LINEA)

		Sí	**No**
a.	No me gusta estudiar	1	2
b.	Mis notas no son lo suficientemente buenas	1	2
c.	Los resultados de mi examen de admisión para la universidad no eran lo suficientemente buenos	1	2
d.	No necesitaré más educación para la carrera que quiero seguir	1	2
e.	No puedo pagar los gastos para continuar estudiando	1	2
f.	No fui aceptado en ninguna de las escuelas donde solicité admisión	1	2
g.	No he tomado los cursos adecuados	1	2
h.	Nadie en mi familia ha continuado sus estudios después de terminar la secundaria	1	2
i.	Pienso tomarme un tiempo antes de continuar estudiando	1	2
j.	Prefiero trabajar y ganar dinero en vez de ir a la escuela	1	2
k.	Quiero ocuparme de mi hogar a tiempo completo	1	2
l.	No me parece que ir a la escuela sea tan importante	1	2
m.	Mis consejeros/profesores me recomendaron que trabajase en vez de continuar con mi educación	1	2
n.	Necesito ayudar a mantener a mi familia	1	2

51. **¿Piensas trabajar a tiempo completo apenas termines la secundaria?**

Sí . . . . 1 **(SIGUE CON LA PREGUNTA 52)**

No . . . . 2 **(PASA A LA PREGUNTA 56, PAG 41)**

52. **¿Tienes ya un trabajo regular, de tiempo completo, para empezarlo en cuanto te gradúes de la escuela?**

(MARCA UNA RESPUESTA)

Sí, voy a continuar en el trabajo que tengo ahora	1	
Sí, ya tengo un nuevo trabajo reservado	2	**SIGUE CON LA PREGUNTA 53**
No, pero estoy buscando un trabajo	3	
No, todavía no he hecho nada para encontrar un trabajo	4	**(PASA A LA PREG.55, PAG. 40)**

53. **Por favor indica cuáles de las siguientes personas de tu escuela te ayudaron a escoger qué trabajos tratarás de conseguir después de tu graduación.**

(MARCA UNA RESPUESTA EN CADA LINEA)

	Sí	**No**	**Mi escuela no tiene**
a. Profesores vocacionales	1	2	3
b. Consejeros vocacionales	1	2	3
c. Orientadores	1	2	3
d. Entrenadores	1	2	3
e. Profesores de matemáticas, ciencias, inglés, o historia/estudios sociales	1	2	3
f. Otro personal de la escuela	1	2	3

54. **Para encontrar un trabajo regular, de tiempo completo que empiece una vez que te gradúes de la secundaria, ¿has utilizado alguno de los siguientes servicios escolares?**

(MARCA UNA RESPUESTA EN CADA LINEA)

	Lo he utilizado	**No lo he utilizado**	**Mi escuela no lo tiene**
a. Listas de interés/"Interest Inventories" (una lista de intereses estudiantiles para determinar futuros intereses de trabajo)	1	2	3
b. Lista de trabajo	1	2	3
c. Ferias de trabajo	1	2	3
d. Asesoramiento para encontrar trabajo	1	2	3
e. Cartas de recomendación	1	2	3
f. Entrevistas de práctica	1	2	3
g. Entrevistas para un trabajo conseguidas por la escuela	1	2	3

55. **¿Más o menos cuánto dinero por hora esperas ganar en tu primer trabajo regular de tiempo completo, después de graduarte de la secundaria?**

(MARCA UNA RESPUESTA)

Menos de $4.25	01
$4.25 - 6.00	02
$6.01 - 8.00	03
$8.01 - 10.00	04
$10.01 - 12.00	05
$12.01 - 14.00	06
$14.01 - 16.00	07
$16.01 o más	08

56. ¿Piensas en algún momento en el futuro continuar tu educación más allá de la secundaria?

(MARCA UNA RESPUESTA)

Sí, inmediatamente después de graduarme 1

Sí, después de pasar un año sin estudiar . . . . 2 **(SIGUE CON LA PREGUNTA 57)**

Sí, después de pasar más de un año sin estudiar 3

No, no espero continuar mi educación después de graduarme . . . . 4 **(PASA A LA PREGUNTA 64, PAG.46)**

No sé . . . . 5 **(SIGUE A LA PREGUNTA 57)**

57. En tu escuela, ¿has recibido...

(MARCA UNA RESPUESTA EN CADA LINEA)

		Sí	**No**	**Mi escuela no lo ofrece**
a.	ayuda para llenar solicitudes para escuelas vocacionales/ técnicas o universitarias?	1	2	3
b.	ayuda para llenar solicitudes para asistencia financiera?	1	2	3
c.	ayuda para escribir ensayos para escuelas vocacionales/técnicas o para la universidad?	1	2	3
d.	permiso para faltar a la escuela para visitar escuelas vocacionales/ técnicas o universidades?	1	2	3

58. ¿Has hecho algo de lo siguientes para informarte sobre solicitudes para ayuda financiera?

(MARCA UNA RESPUESTA EN CADA LINEA)

		Sí	**No**
a.	Hablar con un profesor o un consejero guía de tu escuela	1	2
b.	Hablar con un representante de una escuela técnica/ vocacional o de una universidad	1	2
c.	Hablar con un encargado de préstamos de un banco	1	2
d.	Leer información sobre ayuda financiera publicada por el Departamento de Educación de los Estados Unidos	1	2
e.	Leer información sobre ayuda financiera publicada por una escuela técnica/vocacional o por una universidad	1	2
f.	Leer información sobre ayuda financiera disponible a través del servicio militar	1	2
g.	Hablar con un adulto bien informado	1	2

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59. **¿Qué importancia tiene o tuvo para tí cada uno de los siguientes factores en el proceso de selección de la universidad a la que te gustaría asistir?**

(MARCA UNA RESPUESTA EN CADA LINEA)

Ninguna importancia **Alguna importancia** **Mucha**

importancia

a.	Pocos gastos (colegiatura, matrícula, libros, alojamiento/ habitación y comida)	1	2	3
b.	Disponibilidad de ayuda financiera, tales como préstamos estudiantiles, becas o subsidios	1	2	3
c.	Disponibilidad de un programa de estudios o de cursos específicos	1	2	3
d.	La excelente reputación de los programas atléticos de la escuela	1	2	3
e.	La vida social activa en la escuela	1	2	3
f.	La posibilidad de ir a la escuela y vivir en casa	1	2	3
g.	La oportunidad de vivir lejos de casa	1	2	3
h.	Un ambiente religioso	1	2	3
i.	Un ambiente de poco crimen	1	2	3
j.	El historial de colocación de empleo y de trabajo de sus graduados	1	2	3
k.	El historial de aceptación de sus graduados en escuelas de posgrado	1	2	3
l.	La excelente reputación de los programas académicos de la escuela	1	2	3
m.	Resulta fácil ser admitido	1	2	3
n.	Existencia de un programa que me dé un título para permitirme encontrar trabajo en el campo que yo escoja	1	2	3
o.	La composición racial/étnica de la escuela	1	2	3
p.	El tamaño de la escuela	1	2	3
q.	La ubicación geográfica de la escuela	1	2	3
r.	La posibilidad de asistir a la misma universidad a la que asistieron mis padres	1	2	3

60A. ¿A cuántas escuelas has solicitado admisión?

(MARCA UNA RESPUESTA)

A ninguna . . . . 0 **(PASA A LA PREGUNTA 61)**
A una escuela 1
Entre dos y cuatro escuelas . . . . 2 **(SIGUE CON LA PREGUNTA 60B)**
A cinco o más escuelas 3

60B. De las escuelas a las que hayas solicitado admisión, escribe abajo los nombres y ubicaciones de las dos a las que sea más probable que vayas.

ESCUELA 1 |__|__|__|__|__|__| SOLO PARA USO OFICIAL

____

Nombre de la escuela Ciudad Estado

a. ¿Te aceptaron?		b. ¿Solicitaste ayuda financiera/económica?			c. ¿Te la dieron?	
Sí	1	Sí	1	**(SIGUE A c)**	Sí	1
No	2	No	2	**(PASA A escuela 2)**	No	2
No sé . . .	3				No sé	3

SI HAS SOLICITADO ADMISION EN SOLO UNA ESCUELA, PASA A LA PREGUNTA 61.

ESCUELA 2 |__|__|__|__|__|__| SOLO PARA USO OFICIAL

____

Nombre de la escuela Ciudad Estado

a. ¿Te aceptaron?		b. ¿Solicitaste ayuda financiera?			c. ¿Te la dieron?		
Sí	1	Sí	1	**(SIGUE CON c)**	Sí	1	**SIGUE CON LA PREGUNTA 61**
No	2	No	2	**(PASA A LA PREGUNTA 61)**	No	2	
No sé	3				No sé	3	

61. Si vas a continuar tus estudios, ¿lo más probable es que vayas...

(MARCA UNA RESPUESTA)

A una universidad de cuatro años/college . . . . . . 1 **(SIGUE CON LA PREG.62, PAG.44)**

A un junior/community college de dos años: *programa académico?* . . . . 2 **(SIGUE CON LA PREG.62, PAG.44)**

A un junior/community college de dos años: ***programa técnico, vocacional o comercial/ industrial?*** . . . . 3 **(PASA A LA PREG.63, PAG. 45)**

A una escuela técnica, vocacional o comercial/ industrial? . . . . 4 **(PASA A LA PREG.63, PAG.45)**

62. **Indica cuál de estos campos es el que *más se acerca* a lo que *más* te gustaría estudiar, si es que fueras a continuar tus estudios**

(MARCA UNA RESPUESTA)

Agricultura (por ejemplo, economía agrícola, agronomía, agricultura forestal o agricultura de suelos	01
Arquitectura	02
Arte (por ejemplo, apreciación del arte, diseño, dibujo, fotografía, artes gráficas o escultura)	03
Ciencias biológicas (por ejemplo, botánica, ecología o zoología)	04
Negocios (por ejemplo, contabilidad, administración de empresas, administración industrial, marketing o finanzas)	05
Comunicaciones (por ejemplo, periodismo, radio o televisión)	06
Ciencias de la computación y de la información (por ejemplo análisis de sistemas)	07
Educación (por ejemplo, educación secundaria, educación elemental o educación física)	08
Ingeniería (por ejemplo, ingeniería química, civil, eléctrica o mecánica)	09
Inglés (por ejemplo, creación literaria, lingüística, literatura, oratoria o drama)	10
Estudios étnicos (por ejemplo, estudios afro-americanos o mexicano-americanos)	11
Idiomas extranjeros (por ejemplo, francés, alemán, italiano, latín o español)	12
Profesiones de la salud (por ejemplo, enfermería, optometría o farmacia)	13
Economía del hogar (por ejemplo, dietética, desarrollo familiar e infantil, o textiles y ropa)	14
Estudios interdisciplinarios	15
Matemáticas (por ejemplo, cálculo o estadística)	16
Música (por ejemplo, apreciación musical o composición)	17
Filosofía o religión (por ejemplo, ética, lógica o teología)	18
Ciencias físicas (por ejemplo, astronomía, bioquímica, química, geología o física)	19
Pre-profesional (por ejemplo, estudios preparatorios para derecho, para odontología o medicina	20
Psicología	21
Ciencias sociales (por ejemplo, antropología, economía, gobierno, historia, ciencias políticas, trabajo social, sociología o asuntos urbanos)	22
Otro	23

AHORA PASA A LA PREGUNTA 64, PAG.46

63. Indica en qué campo es más probable que te entrenes si continúas tus estudios.
(MARCA UNA RESPUESTA)

Agricultura, incluyendo horticultura	01
Mecánica de automóviles	02
Aviación	03
Negocios y oficina:	
Contabilidad	04
Administración de empresas	05
Secretariado y oficina (por ejemplo, mecanografía y procesamiento de palabras)	06
Otras labores de oficina	07
Artes comerciales (por ejemplo, dibujo y publicidad)	08
Computadoras (por ejemplo, programación de computadoras y procesamiento de datos)	09
Construcción (carpintería, electricidad, albañilería, plomería)	10
Cosmetología, peluquería	11
Dibujo técnico	12
Electrónica	13
Servicios relacionados con la alimentación (por ejemplo, cocinero o dueño de restaurante)	14
Cuidado de la salud (por ejemplo, asistente médico o dental, o enfermería práctica)	15
Economía del hogar, incluyendo dietética y cuidado infantil	16
Administración hotelera y de restaurantes	17
Marketing y distribución (por ejemplo, ventas/comercio o negocio)	18
Trabajo en metales (por ejemplo, taller o soldadura)	19
Servicios de protección (por ejemplo, policía o guardia de seguridad)	20
Refrigeración, calefacción, o acondicionamiento de aire (por ejemplo, reparaciones, instalaciones o manufactura/fabricación)	21
Transportes y acarreo (por ejemplo, manejo de camiones o autobuses)	22
Otro	23

64. **¿Cuál de las siguientes categorías describe mejor el trabajo u ocupación que esperas o planeas tener inmediatamente al terminar la escuela superior o secundaria y cuando tengas 30 años de edad? Aunque no estés seguro(a), marca con un círculo el que te parezca más probable.**

(MARCA UNA RESPUESTA EN CADA COLUMNA)

	Trabajo después de completar los estudios secundarios	**Trabajo a la edad de 30 años**
AGRICULTOR(A) O ADMINISTRADOR(A) AGRICOLA	01	01
CUIDADO DEL HOGAR (sin otro trabajo)	02	02
OBRERO(A), tal como obrero de construcción, lavador de automóviles, recolector de basura, obrero agrícola	03	03
GERENTE, ADMINISTRADOR(A) tal como gerente de ventas, gerente de oficina administrador de escuelas, jefe de compras al por menor o minorista, gerente de restaurante, administrador público	04	04
MILITAR tal como oficial de carrera o persona subalterna en las Fuerzas Armadas	05	05
OFICINISTA, tal como procesador de datos, cajero de banco, tenedor de libros, secretario, procesador de palabras, cartero, taquillero	06	06
OPERARIO(A) de maquinarias o herramientas (incluyendo equipo de construcción), tal como cortador de carne, ensamblador, soldador, chofer de taxis/autobuses/camiones	07	07
PROPIETARIO(A) O DUEÑO(A), tal como dueño de un negocio pequeño, de restaurante, o contratista	08	08
PROFESIONAL, tal como contador, enfermero diplomado, ingeniero, banquero, bibliotecario(a), escritor, trabajador social, actor/actriz, atleta, artista, político, pero sin incluir maestro de escuelas	09	09
PROFESIONAL, tal como ministro/pastor de iglesia/sacerdote, dentista doctor, abogado, científico, profesor universitario	10	10
SERVICIOS DE PROTECCION, tal como oficial de policía, bombero, detective, alguacil/sheriff, guardia de seguridad	11	11
VENTAS, tal como representante de ventas, agente publicitario o o de seguros, corredor de bienes raíces	12	12
MAESTRO(A), tal como maestro de escuela primaria, media o secundaria, pero no profesor universitario	13	13
SERVICIOS, tal como peluquero/barbero, enfermero práctico, cuidador de niños, camarero o mozo, empleado doméstico, conserje	14	14
TECNICO(A), tal como programador de computadores, técnico médico o dental, dibujante técnico	15	15
ARTESANO, tal como panadero pastelero, mecánico de automóviles pintor de casas, plomero, instalador de teléfonos/cable, carpintero	16	16
NO ME PROPONGO TRABAJAR	17	17
ESTARE EN LA ESCUELA	18	18
OTRO	19	19

65. ¿Qué nivel de educación crees que necesitas para obtener el trabajo que esperas o te propones tener cuando tengas 30 años?

(MARCA UNA RESPUESTA)

Ni siquiera secundaria	00
Algo de secundaria	01
Diploma de secundaria	02
Menos de dos años de escuela vocacional, de comercio o negocios	03
Dos años o más de escuela vocacional, de comercio o negocios	04
Un título de una escuela vocacional, de comercio o negocios	05
Algo de educación universitaria	06
Un título de un programa universitario de dos años	07
Un título de un programa universitario de 4 ó 5 años	08
Un título de un programa de post-grado (Maestría o Doctorado)	09
Un título de un programa profesional [abogado(a) o médico(a)]	10
No me propongo trabajar	11

VI. TUS OPINIONES SOBRE TI MISMO Y SOBRE TUS ACTITUDES

66. ¿Qué opinas con respecto a las siguientes afirmaciones?

(MARCA UNA RESPUESTA EN CADA LINEA)

		Muy de acuerdo	De acuerdo	En desacuerdo	Muy en desacuerdo
a.	Me siento bien en cuanto a mi persona	1	2	3	4
b.	No tengo suficiente control sobre la orientación que mi vida está adquiriendo	1	2	3	4
c.	En mi vida, obtener éxito depende más de la buena suerte que del trabajo duro	1	2	3	4
d.	Me considero una persona que vale, e igual a todo el mundo	1	2	3	4
e.	Sé hacer las cosas tan bien como la mayoría de la gente	1	2	3	4
f.	Cada vez que trato de lograr algún progreso, algo o alguien me lo impide	1	2	3	4
g.	Mis proyectos casi nunca se logran; por eso me molesta planearlos	1	2	3	4
h.	En términos generales, estoy satisfecho conmigo mismo	1	2	3	4
i.	A veces me siento inútil	1	2	3	4
j.	A veces siento que no sirvo para nada	1	2	3	4
k.	Cuando hago un proyecto me siento casi seguro de lograr mis objetivos	1	2	3	4
l.	Considero que no tengo muchos motivos para enorgullecerme	1	2	3	4
m.	El azar y la suerte son factores muy importantes en lo que me sucede en la vida	1	2	3	4

67. **Pensando en el futuro, ¿qué posibilidades hay de que . . .**

(MARCA UNA RESPUESTA EN CADA LINEA)

		Muy pocas	Pocas	Cincuenta por ciento	Muchas	Muchísimas
a.	te gradúes de la escuela secundaria?	1	2	3	4	5
b.	vayas a la universidad?	1	2	3	4	5
c.	obtengas un empleo con un buen sueldo?	1	2	3	4	5
d.	llegues a ser dueño de tu propia casa?	1	2	3	4	5
e.	obtengas un empleo que te guste?	1	2	3	4	5
f.	tu vida familiar sea feliz?	1	2	3	4	5
g.	continúes gozando de buena salud la mayor parte del tiempo?	1	2	3	4	5
h.	puedas vivir en la región del país que tú prefieras?	1	2	3	4	5
i.	seas un miembro respetado de la comunidad?	1	2	3	4	5
j.	tengas buenos amigos con quienes puedas contar?	1	2	3	4	5
k.	tu vida sea mejor que la de tus padres?	1	2	3	4	5
l.	la vida de tus hijos sea mejor que la tuya?	1	2	3	4	5

LAS PREGUNTAS SIGUIENTES TIENEN QUE VER CON TUS AMISTADES

68. **Entre tus amigos más cercanos, ¿qué importancia le dan ellos a . . .**

(MARCA UNA RESPUESTA EN CADA LINEA)

		No tiene ninguna importancia	Tiene alguna importancia	Tiene mucha importancia
a.	asistir a clases regularmente?	1	2	3
b.	estudiar?	1	2	3
c.	participar en deportes?	1	2	3
d.	sacar buenas notas?	1	2	3
e.	ser popular/apreciado por otras personas?	1	2	3
f.	terminar los estudios secundarios?	1	2	3
g.	tener novio/novia?	1	2	3
h.	continuar su educación después de graduarse de la secundaria?	1	2	3
i.	participar en actividades religiosas?	1	2	3
j.	prestar servicios comunitarios o voluntarios?	1	2	3
k.	tener un trabajo regular?	1	2	3
l.	juntarse con las amistades?	1	2	3
m.	ir a fiestas?	1	2	3
n.	tener relaciones sexuales?	1	2	3
o.	usar drogas?	1	2	3
p.	tomar bebidas alcohólicas?	1	2	3
q.	ganar dinero?	1	2	3

LA RESPUESTA A LAS PREGUNTAS 69 A 85, COMO LA DE TODAS LAS PREGUNTAS QUE FIGURAN EN ESTE CUESTIONARIO, ES VOLUNTARIA. ESPERAMOS QUE LAS CONTESTES TODAS, PERO PUEDES PASAR POR ALTO CUALQUIERA DE ELLAS QUE PREFIERAS NO CONTESTAR. LAS PREGUNTAS SIGUIENTES SON IMPORTANTES PARA AYUDARNOS A COMPRENDER LA FORMA EN QUE TUS VINCULOS PERSONALES ESTAN RELACIONADOS A TUS EXPERIENCIAS DENTRO Y FUERA DE LA ESCUELA.

69. **¿Cuántos de tus amigos . . .**

(MARCA UNA RESPUESTA EN CADA LINEA)

	Ninguno de ellos	Unos pocos de ellos	Algunos más	Casi todos ellos	Todos ellos
a. dejaron la escuela sin graduarse?	1	2	3	4	5
b. no piensan ir a la universidad?	1	2	3	4	5
c. piensan trabajar en un empleo regular, de tiempo completo?	1	2	3	4	5
d. piensan asistir a un programa de dos años en un "community college" o en una escuela técnica?	1	2	3	4	5
e. piensan asistir a la universidad por cuatro años?	1	2	3	4	5

70. **¿Cuántos de tus amigos están en una pandilla o ganga?**

(MARCA UNA RESPUESTA)

Ninguno de ellos	1
Algunos de ellos	2
La mayoría de ellos	3

71. **¿Tú estás en una pandilla o ganga?**

(MARCA UNA RESPUESTA)

Sí	1
No	2

72. **¿A qué edad esperas hacer lo siguiente?**

(MARCA UNA RESPUESTA EN CADA LINEA)

	No espero hacerlo	Ya lo he hecho	Antes de los 18	18-21	22-25	26-29	30 años o más
a. ¿Casarte?	01	02	03	04	05	06	07
b. ¿Tener tu primer hijo?	01	02	03	04	05	06	07
c. ¿Comenzar tu primer trabajo regular de tiempo completo (no de verano)?	01	02	03	04	05	06	07
d. ¿Vivir en tu propia casa o apartamento?	01	02	03	04	05	06	07
e. ¿Terminar tu educación?	01	02	03	04	05	06	07

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73. **¿Cuál es tu estado civil actual?**

(MARCA UNA RESPUESTA)

Soltero(a), nunca me he casado	01
Casado(a)	02
Divorciado(a) o separado(a)	03
Viudo(a)	04
Soltero(a), pero vivo con alguien como si estuviera casado(a)	05
Otro	06

74. **En tu opinión, ¿qué importancia tiene para tí el estar casado(a) antes de tener relaciones sexuales?**

(MARCA UNA RESPUESTA)

No tiene ninguna importancia	1
Alguna importancia	2
Mucha importancia	3

75. **¿Considerarías la posibilidad de tener un hijo sin estar casado(a)?**

(MARCA UNA RESPUESTA)

No	1
Puede ser	2
Sí	3
No sé	4

76. **¿Tienes hijos propios?**

☐

(MARCA UNA RESPUESTA)

No, no tengo	1	**(PASA A LA PREG. 80, PAG.54)**
No, pero estoy esperando uno	2	**(PASA A LA PREG. 79, PAG. 53)**
Sí, tengo	3	**(SIGUE CON LA PREG. 77, PAG. 53)**

340

77. **¿Cuál es la fecha de nacimiento de tu primer hijo?**

|___|___| Mes 19 |___|___| Año

78. **¿Con qué frecuencia las siguientes personas cuidan a tu hijo menor durante el año escolar?**

(MARCA UNA RESPUESTA EN CADA LINEA)

	Nunca	Algunas veces	La mayoría de las veces
a. Tú	1	2	3
b. El otro padre/madre o padrastro/madrastra del niño	1	2	3
c. Un(a) abuelo(a) del niño	1	2	3
d. Otro pariente, (hermano, tío, tía, primo(a))	1	2	3
e. Un(a) amigo(a)	1	2	3
f. Un(a) vecino(a)	1	2	3
g. Un centro de cuidado infantil o pre-escolar	1	2	3
h. Un(a) niñero(a) (babysitter), en tu casa, o en la suya	1	2	3

79. **¿Cuál de las siguientes afirmaciones describe mejor tu relación con el padre/la madre del menor de tus niños? (Si tienes más de un hijo, por favor contesta pensando en el menor de ellos).**

(MARCA UNA RESPUESTA)

Estamos casados y viviendo juntos	01
Estamos casados, pero no vivimos juntos	02
Estamos divorciados/separados legalmente	03
Estamos viviendo juntos pero no estamos casados	04
Salimos juntos, pero no estamos casados	05
El/ella ha fallecido	06
Nos vemos de vez en cuando	07
Ya no nos vemos más	08

80. **Generalmente, ¿cuántos cigarrillos fumas al día?**

(MARCA UNA RESPUESTA)

No fumo	01
Menos de 1 al día	02
Entre 1 y 5 al día	03
Cerca de 1/2 cajetilla al día	04
Más de 1/2 cajetilla pero menos de dos al día	05
Dos o más cajetillas al día	06

A CONTINUACION TE HACEMOS ALGUNAS PREGUNTAS SOBRE EL CONSUMO DE BEBIDAS ALCOHOLICAS, INCLUYENDO LA CERVEZA, EL VINO, LOS REFRESCOS DE VINO ("WINE COOLERS") Y LOS LICORES. RESPONDER A LAS PREGUNTAS 81 A LA 85 ES VOLUNTARIO, Y ESPERAMOS QUE LO HAGAS, PERO, SI NO DESEAS CONTESTAR ALGUNA(S), PUEDES PASARLA(S) POR ALTO.

81. **¿Cuántas veces (si es que alguna) has consumido bebidas alcohólicas?**

(MARCA UNA RESPUESTA EN CADA LINEA)

	0 Ocasiones	**1-2 Ocasiones**	**3-19 Ocasiones**	**20+ Ocasiones**
a. Durante toda tu vida	1	2	3	4
b. Durante los últimos 12 meses	1	2	3	4
c. Durante los últimos 30 días	1	2	3	4

82. **Durante el transcurso de las ULTIMAS DOS SEMANAS, ¿cuántas veces has consumido cinco o más bebidas alcohólicas seguidas? (Una bebida alcohólica es una copa de vino, una botella de cerveza, un trago de licor o un cóctel.)**

(MARCA UNA RESPUESTA)

Ninguna vez	01
Una vez	02
Dos veces	03
Entre 3 y 5 veces	04
Entre 6 y 9 veces	05
Diez o más veces	06

83. **¿Cuántas veces (si es que alguna) has fumado marihuana (yerba, palitos) o hashish?**

(MARCA UNA RESPUESTA EN CADA LINEA)

	0 Ocasiones	1-2 Ocasiones	3-19 Ocasiones	20+ Ocasiones
a. Durante toda tu vida	1	2	3	4
b. Durante los últimos doce meses	1	2	3	4
c. Durante los últimos 30 días	1	2	3	4

84. **¿Cuántas veces (si es que alguna) has consumido cocaína en cualquier forma (incluyendo el crack)?**

(MARCA UNA RESPUESTA EN CADA LINEA)

	0 Ocasiones	1-2 Ocasiones	3-19 Ocasiones	20+ Ocasiones
a. Durante toda tu vida	1	2	3	4
b. Durante los últimos 12 meses	1	2	3	4
c. Durante los últimos 30 días	1	2	3	4

85. **Desde el comienzo de este año escolar, y mientras te encontrabas dentro del área de la escuela, ¿cuántas veces (si es que alguna) has estado bajo la influencia de lo siguiente:**

(MARCA UNA RESPUESTA EN CADA LINEA)

	0 Ocasiones	1-2 Ocasiones	3-19 Ocasiones	20+ Ocasiones
a. alcohol?	1	2	3	4
b. marijuana o hashish?	1	2	3	4
c. cocaína (incluyendo "crack")?	1	2	3	4

V. DINERO Y TRABAJO

86A. **Sin tomar en cuenta el trabajo que haces en tu casa, ¿alguna vez has trabajado a sueldo?**

☐

(MARCA UNA RESPUESTA)

No . . . . 1 **(PASA A LA PREGUNTA 93, PAG. 59)**
Sí, y actualmente tengo un empleo . . . . 2 **(PASA A LA PREGUNTA 87,)**
Sí, pero ahora no tengo un empleo . . . . 3 **(SIGUE CON LA PREGUNTA 86B)**

86B. **Sin tomar en cuenta las tareas de tu casa, ¿cuándo fue la última vez que trabajaste a sueldo?**

(LLENA LOS CASILLEROS)

|__|__| Mes   19 |__|__| Año

87. **¿Cuándo comenzaste tu trabajo actual o más reciente?**

(LLENA LOS CASILLEROS)

|__|__| Mes   19 |__|__| Año

88. **Durante este año escolar, ¿cuántas horas trabajas/trabajaste cada semana en tu trabajo actual o más reciente?**

(MARCA UNA RESPUESTA)

No he trabajado durante este año escolar . . . . 00 **(PASA A LA PREGUNTA 92, PAG. 58)**
1-5 horas a la semana 01
6-10 horas a la semana 02
11-15 horas a la semana 03
16-20 horas a la semana 04
21-25 horas a la semana . . . . 05 **(PASA A LA PREGUNTA 89, PAG. 57)**
26-30 horas a la semana 06
31-35 horas a la semana 07
36-40 horas a la semana 08
Más de 40 horas a la semana 09

89. **¿Cuántas de esas horas trabajas/trabajabas durante el fin de semana (sábado o domingo)?**

(MARCA UNA RESPUESTA)

0 horas durante el fin de semana	01
1-5 horas durante el fin de semana	02
6-10 horas durante el fin de semana	03
11-15 horas durante el fin de semana	04
16-20 horas durante el fin de semana	05
Más de 20 horas durante el fin de semana	06

90. **Durante este año escolar, ¿qué tipo de trabajo por pago haces/hiciste en tu empleo actual/más reciente? (Si tienes/has tenido dos o más trabajos, contesta pensando en el que más paga por hora. No incluyas las tareas de tu casa).**

(MARCA UNA RESPUESTA)

Jardinería o trabajos ocasionales	01
Trabajador(a) en restaurantes de servicio rápido ("fast food") o camarero(a) o mozo(a)	02
Repartos a domicilio	03
Cuidado de bebés o de niños	04
Consejero(a) de campamento o salvavidas	05
Trabajo agrícola	06
Mecánico(a)	07
Empleado(a) de tiendas de comestibles, cajero(a)	08
Salón de belleza	09
Limpieza doméstica	10
Trabajo de construcción	11
Oficinista	12
Trabajo de hospital o de la salud	13
Vendedor(a)	14
Trabajo en un almacén o depósito	15
Otro	16

91. Este año escolar, ¿cuánto dinero ganas/ganabas por hora en tu trabajo actual o más reciente?

(MARCA UNA RESPUESTA)

Menos de $4.25	01
$4.25 - 6.00	02
$6.01 - 8.00	03
$8.01 - 10.00	04
$10.01 - 12.00	05
$12.01 - 14.00	06
$14.01 - 16.00	07
$16.01 o más	08

92. ¿Cuánto gastas del dinero que ganas en cada una de las siguientes opciones? (Si estás desempleado actualmente, contesta pensando en el último trabajo que tuviste).

(MARCA UNA RESPUESTA EN CADA LINEA)

	Nada	**Algo**	**Casi todo**
a. En comprar ropas y otras cosas	1	2	3
b. En salidas	1	2	3
c. En pagar la gasolina y otros gastos de automóvil	1	2	3
d. En pagar el alquiler	1	2	3
e. En comprar comida	1	2	3
f. En pagar por mi futura educación	1	2	3
g. En comprar bebidas alcohólicas	1	2	3
h. En comprar drogas ilegales	1	2	3

VI. TU FAMILIA

93. Durante el año escolar, ¿trabajas cuidando bebés o cuidas a tu propio niño(a), o a hermanos menores, o a otros niños de tu familia menores que tú?

(MARCA UNA RESPUESTA)

Sí	1	**(SIGUE CON LA PREGUNTA 94)**
No	2	**(PASA A LA PREGUNTA 96, PAG. 60)**

94. En días de escuela, ¿aproximadamente cuántas horas *cada día* eres la persona responsable de su cuidado?

(MARCA UNA RESPUESTA)

Menos de 1 hora	01
1 hora o más, menos de 3 horas	02
3 horas o más, menos de 5 horas	03
5 horas o más, menos de 7 horas	04
7 horas o más, menos de 10 horas	05
10 horas o más al día	06

95. Desde el comienzo del año escolar, ¿cuántas veces faltaste a la escuela porque tuviste que cuidar a tu propio hijo(a), o a hermanos menores, o a otros niños de tu familia menores que tú?

(MARCA UNA RESPUESTA)

Ninguno	0
1-2 días	1
3-6 días	2
7-9 días	3
10 días o más	4

96. En las familias suelen ocurrir muchas cosas que afectan a los jóvenes. En los últimos dos años, ¿ha ocurrido en tu familia alguna de las siguientes cosas?

☐

(MARCA UNA RESPUESTA EN CADA LINEA)

		Sí	No
a.	Mi familia se mudó a una nueva casa	1	2
b.	Mis padre se divorciaron o se separaron	1	2
c.	Uno de mis padres se casó o se volvió a casar	1	2
d.	Uno de mis padres perdió su trabajo	1	2
e.	Uno de mis padres comenzó a trabajar	1	2
f.	Uno de mis padres consiguió un mejor trabajo	1	2
g.	Estuve enfermo de gravedad o quedé incapacitado	1	2
h.	Uno de mis padres falleció	1	2
i.	Un pariente cercano falleció	1	2
j.	Una de mis hermanas solteras quedó embarazada	1	2
k.	Uno de mis hermanos o hermanas abandonó los estudios	1	2
l.	Mi familia comenzó a recibir asistencia pública	1	2
m.	Mi familia dejó de recibir asistencia pública	1	2
n.	Uno de mis familiares enfermó de gravedad o quedó incapacitado	1	2
o.	Un miembro de mi familia usó drogas ilegales	1	2
p.	Un miembro de mi familia participó en un programa para rehabilitación de drogadictos o alcohólicos	1	2
q.	Un miembro de mi familia fue víctima de un crímen	1	2

EN LAS PROXIMAS PREGUNTAS, DONDE DICE "GUARDIAN(ES)" SE INCLUYE TAMBIEN A PADRES "FOSTER" O DE CRIANZA, GUARDIANES O TUTORES LEGALES, O CUALQUIER OTRO ADULTO MAYOR QUE VIVA EN TU CASA, TAL COMO ALGUN ABUELO, Y QUE SEA RESPONSABLE POR TI.

97. ¿Conocen tus padres o guardianes a los padres de tus mejores amigos?

(MARCA UNA RESPUESTA)

No	1
Sí, a algunos de los padres	2
Sí, a muchos de ellos	3
No sé	4

98. ¿Quién de tu familia toma la mayoría de las siguientes decisiones?

(MARCA UNA RESPUESTA EN CADA LINEA)

	Mis padres o guardianes lo deciden por su cuenta	**Mis padres/ guardianes deciden después de consultar conmigo**	**Decidimos juntos después de conversar**	**Lo decido yo después de conversar con mis padres/ guardianes**	**Lo decido yo por mí cuenta**
a. La hora en que debes regresar a casa por la noche	1	2	3	4	5
b. Cuando puedes usar el automóvil	1	2	3	4	5
c. Si puedes tener un trabajo	1	2	3	4	5
d. Cómo gastas el dinero	1	2	3	4	5
e. Si puedes consumir bebidas alcohólicas en presencia de ellos	1	2	3	4	5
f. Si puedes consumir bebidas alcohólicas en fiestas/reuniones sin ellos estar presentes	1	2	3	4	5
g. Si se te deben retirar los privilegios porque consumiste alcohol o drogas	1	2	3	4	5
h. Si debes ir a la universidad o a una escuela técnica/ vocacional	1	2	3	4	5
i. Los cursos que tomas	1	2	3	4	5

99. **Durante el primer semestre o período del año escolar actual, ¿con qué frecuencia conversaste sobre los siguientes temas con uno de tus padres o guardianes, o con ambos?**

(MARCA UNA RESPUESTA EN CADA LINEA)

	Nunca	**A veces**	**Con frecuencia**
a. La selección de cursos o programas de estudios	1	2	3
b. Las actividades o acontecimientos que ofrecen interés especial para tí	1	2	3
c. Los temas que has estudiado en clase	1	2	3
d. Tus notas	1	2	3
e. Tus planes y preparativos para el American College Testing (ACT) o el Scholastic Aptitude Test (SAT)	1	2	3
f. Presentar solicitudes a universidades u otras escuelas para después de la escuela secundaria o superior	1	2	3
g. Trabajos específicos que podrías tratar de obtener después de la escuela secundaria o superior	1	2	3
h. Acontecimientos locales, nacionales y mundiales	1	2	3
i. Asuntos que te están preocupando	1	2	3

100. **¿Qué tan cierta es cada una de las siguientes afirmaciones con respecto a tí y a tus padres o guardianes?**
(MARCA UNA RESPUESTA EN CADA LINEA)

	Falsa	**Generalmente falsa**	**Más falsa que cierta**	**Más cierta que falsa**	**Generalmente cierta**	**Cierta**
a. Mis padres/guardianes confían que yo haga lo que ellos esperan de mí sin tener que vigilarme	01	02	03	04	05	06
b. A menudo no sé POR QUE debo hacer lo que mis padres/guardianes me dicen que haga	01	02	03	04	05	06
c. A menudo dependo de mis padres/guardianes para que resuelvan muchos de mis problemas	01	02	03	04	05	06
d. Me parece que mis padres/guardianes tendrán motivo para enorgullecerse de mí en el futuro	01	02	03	04	05	06
e. Mis padres/guardianes se llevan bien	01	02	03	04	05	06
f. Cuando yo crezca y tenga mi propia familia será una familia semejante a la de mis padres	01	02	03	04	05	06

101. Durante el transcurso de los últimos dos años, ¿has huído de tu casa por espacio de una semana, o por más tiempo?

(MARCA UNA RESPUESTA)

Sí 1

No 2

102. **¿Cuántas veces te has mudado desde el 1 de Enero de 1988?**

(MARCA UNA RESPUESTA)

Ninguna 1

1 vez 2

2 veces 3

3 o más veces 4

103. ¿Cuántas veces has cambiado de escuela desde el 1 de enero de 1988? NO consideres cambios ocasionados por pasar de grado o porque te pasaste del edificio de una escuela intermedia al edificio de una escuela secundaria o superior en el mismo distrito.

(MARCA UNA RESPUESTA)

Ninguna 1

1 vez 2

2 veces 3

3 o más veces 4

104. ¿Qué edad tenías cuando te quedaste solo(a) en tu casa durante una semana o más sin ningún adulto? (POR FAVOR ESCRIBE TU EDAD O MARCA CON UN CIRCULO EL 01.)

Edad |__|__|

Nunca me han dejado solo
por una semana o más 01

NOTA: Las dos preguntas siguientes se refieren al derecho básico de expresión. Tus respuestas nos ayudarán a interpretar los resultados de la encuesta. Nos gustaría que respondas a ambas preguntas, pero puedes dejarlas en blanco.

105. ¿Te consideras una persona religiosa?

(MARCA UNA RESPUESTA)

Sí, muy religiosa	1
Sí, hasta cierto punto	2
No, en lo más mínimo	3

106. Durante el año pasado, ¿con qué frecuencia has ido a servicios religiosos?

(MARCA UNA RESPUESTA)

Más de una vez por semana	01
Cerca de una vez por semana	02
Dos o tres veces al mes	03
Cerca de una vez al mes	04
Varias veces al año o menos	05
Nunca	06

VII. USO DE IDIOMAS

107. ¿Es el inglés tu idioma materno (el primer idioma que aprendiste a hablar de pequeño)?

(MARCA UNA RESPUESTA)

Sí . . . . 1 (PASA A LA PAGINA 69)

No . . . . 2 (SIGUE CON LA PREGUNTA 108)

108. ¿Con qué frecuencia empleas tu idioma materno con ...
(SI ALGUN EJEMPLO NO CORRESPONDE A TU PERSONA, POR FAVOR MARCA "No corresponde")

(MARCA UNA RESPUESTA EN CADA LINEA)

	Siempre o la mayoría de las veces	Alrededor de la mitad de las veces	Algunas veces	Nunca	No coresponde
a. tu mamá?	01	02	03	04	05
b. tu papá?	01	02	03	04	05
c. tus hermanos y hermanas?	01	02	03	04	05
d. tus amistades?	01	02	03	04	05
e. tu esposo(a)?	01	02	03	04	05

109. ¿Qué grado de facilidad tienes para...

(MARCA UNA RESPUESTA EN CADA LINEA)

	Mucha	Bastante	No mucha	Ninguna
a. comprender el inglés hablado?	1	2	3	4
b. hablar en inglés?	1	2	3	4
c. leer en inglés?	1	2	3	4
d. escribir en inglés?	1	2	3	4

110A. **Desde el otoño de 1989, ¿has recibido alguna ayuda especial en la escuela para aprender a leer, escribir o hablar en inglés?**

(MARCA UNA RESPUESTA)

Sí . . . . 1 (SIGUE CON LA PREGUNTA 110B, PAG. 67)

No . . . . 2 (PASA A LA PREGUNTA 111, PAG. 67)

110B. Esta ayuda especial, ¿fue en la forma de ...

(MARCA UNA RESPUESTA EN CADA LINEA)

	Sí	No
a. tutela individual?	1	2
b. un pequeño grupo?	1	2
c. un grupo grande, aparte de tu clase regular?	1	2
d. inglés como segundo idioma (ESL)?	1	2
e. instrucción bilingüe?	1	2

110C. Desde el otoño de 1989, ¿hasta qué punto han mejorado tus conocimientos del idioma inglés en las siguientes áreas por haber participado en clases o actividades especiales?

(MARCA UNA RESPUESTA EN CADA LINEA)

	Nada	Un poco	Mucho
a. Comprender el inglés hablado	1	2	3
b. Hablar en inglés	1	2	3
c. Leer en inglés	1	2	3
d. Escribir en inglés	1	2	3

111. ¿Tu grado de conocimientos del inglés te ha dificultado. . .

(MARCA UNA RESPUESTA EN CADA LINEA)

	Sí	No
a. escribir trabajos para tus clases?	1	2
b. rendir exámenes en forma de ensayos?	1	2
c. rendir exámenes de preguntas alternativas ("multiple choice")?	1	2
d. comprender lo que dice el maestro en clase?	1	2
e. tomar notas sobre los materiales que estudias en clase?	1	2
f. participar en discusiones de clase?	1	2
g. completar tus tareas?	1	2

112. ¿Tus conocimientos del idioma inglés te han dificultado . . .

(MARCA UNA RESPUESTA EN CADA LINEA)

		Sí	**No**
a.	presentar solicitudes para ciertos trabajos?	1	2
b.	solicitar la ayuda de maestros y consejeros debido a que éstos no te entienden?	1	2
c.	participar en actividades escolares?	1	2
d.	participar en deportes escolares?	1	2
e.	hacerte amigo de estudiantes que no hablan el mismo idioma materno que tú?	1	2

113. ¿Hasta qué punto piensas que tu nivel de comprensión del idioma inglés te causaría dificultades en las situaciones siguientes?

(MARCA UNA RESPUESTA EN CADA LINEA)

		Ninguna dificultad	**Un poco de dificultad**	**Mucha dificultad**
a.	Para sacar buenas notas en la escuela secundaria o superior	1	2	3
b.	Para que te den un trabajo que realmente quieras	1	2	3
c.	Para obtener un salario más alto en un trabajo	1	2	3
d.	Para presentar una solicitud a una universidad de 4 años	1	2	3
e.	Para presentar una solicitud a un "community/junior college" de dos años	1	2	3
f.	Para presentar una solicitud a una escuela vocacional, técnica, de comercio o negocios	1	2	3
g.	Para ser aceptado a una universidad de cuatro años	1	2	3
h.	Para ser aceptado a un "community/junior college" de dos años	1	2	3
i.	Para ser aceptado a una escuela vocacional, técnica, de comercio o negocios	1	2	3
j.	Para sacar buenas notas en la universidad	1	2	3
k.	Para sacar buenas notas/calificaciones en una escuela vocacional, técnica, de comercio o negocios	1	2	3

SIGUE A LA PAGINA SIGUIENTE

NELS:88 SECOND FOLLOW-UP

FORMULARIO DE AUTORIZACION

Este formulario solicita tu autorización firmada para que tu escuela nos entregue una copia de tu certificado de calificaciones de la escuela secundaria o superior. Esta información será utilizada únicamente para los propósitos de esta encuesta. Deseamos agradecerte de antemano tu ayuda y cooperación.

INFORMACION SOBRE TU HISTORIAL EDUCATIVO

Por favor entreguen a NELS:88 SEGUNDO ESTUDIO COMPLEMENTARIO una copia de mi certificado de calificaciones. La información deberá incluir mi puntaje en pruebas estándar ("standard test scores"), mis promedios de calificaciones ("grade point averages") y mis registros de asistencia.

ESCRIBE TU NOMBRE EN
LETRA DE IMPRENTA____

Dirección____

Ciudad/Estado/
Código postal (ZIP)____

____
Firma

GRACIAS POR TU COOPERACION

SUPLEMENTO PARA ESTUDIANTES QUE SE GRADUAN ANTES DE LO PREVISTO

(Para aquellos que ya han completado la escuela secundaria o superior)

114. ¿Cuándo te graduaste de la escuela secundaria o superior? (MARCA UNA RESPUESTA)

1990	1991		1992
☐ Junio	☐ Enero	☐ Julio	☐ Enero
☐ Julio	☐ Febrero	☐ Agosto	☐ Febrero
☐ Agosto	☐ Marzo	☐ Setiembre	☐ Marzo
☐ Setiembre	☐ Abril	☐ Octubre	☐ Abril
☐ Octubre	☐ Mayo	☐ Noviembre	
☐ Noviembre	☐ Junio	☐ Diciembre	
☐ Diciembre			

115. ¿Por cuáles de las siguientes razones decidiste graduarte antes de tiempo?

(MARCA UNA RESPUESTA EN CADA LINEA)

	Sí	**No**
a. Quería entrar temprano a una universidad o a una escuela técnica o vocacional	1	2
b. Quería empezar un trabajo o ingresar a las fuerzas armadas	1	2
c. Estaba aburrido(a) con la escuela secundaria o superior	1	2
d. Me quería mudar a otra ciudad	1	2
e. Quería empezar a formar una familia	1	2
f. Por otra razón (ESCRIBE CUAL ABAJO)	1	2

____

116. ¿Cuáles de las siguientes personas te ayudaron a tomar la decisión de graduarte antes de lo previsto?

(MARCA UNA RESPUESTA EN CADA LINEA)

		Sí	No
a.	Un consejero de la escuela	1	2
b.	Un maestro(a)	1	2
c.	Tu madre o tu padre	1	2
d.	Otro pariente	1	2
e.	Alguna otra persona (ESCRIBE QUIEN ABAJO)	1	2

____

117A. Para graduarte antes de lo previsto, ¿tuviste que...

(MARCA UNA RESPUESTA EN CADA LINEA)

		Sí	No
a.	ir a la escuela de verano?	1	2
b.	tomar cursos adicionales durante el año escolar normal?	1	2
c.	ser asignado(a) a cursos avanzados o aprobar cursos tomando exámenes?	1	2
d.	ser aceptado(a) por una universidad?	1	2
e.	aprobar un examen?	1	2

117B. ¿Cuál de las siguientes cosas hiciste para completar la escuela secundaria o superior?

(MARCA UNA RESPUESTA)

a.	Obtener un diploma de escuela secundaria o superior	1
b.	Obtener el GED u otro certificado de equivalencia	2

118. Durante la primera semana de febrero de 1992, ¿estabas...

(MARCA UNA RESPUESTA EN CADA LINEA)

		Sí	**No**
a.	trabajando a sueldo en un trabajo de tiempo completo o de tiempo parcial?	1	2
b.	tomando cursos de estudios en una universidad de dos o cuatro años?	1	2
c.	tomando cursos vocacionales o técnicos en algún tipo de escuela o universidad (por ejemplo, vocacional, de comercio o negocios o en alguna otra escuela de entrenamiento profesional?	1	2
d.	participando en un programa como aprendiz o en un programa de entrenamiento del gobierno?	1	2
e.	en servicio activo en las Fuerzas Armadas (o en una academia militar)?	1	2
f.	ocupándote del hogar?	1	2
g.	empleado(a), pero temporariamente "descansando" (en "layoff") de ese trabajo o esperando para presentarte a trabajar?	1	2
h.	buscando trabajo?	1	2
i.	tomándote un tiempo sin trabajar?	1	2

119. Desde que saliste de la escuela secundaria o superior hasta ahora, ¿has tenido algún tipo de trabajo de tiempo completo o de tiempo parcial?

(MARCA UNA RESPUESTA)

Sí . . . . 1 **(SIGUE CON LA PREG.120)**
No . . . . 2 **(PASA A LA PREG.124, PAG.75)**

120. Por favor marca un casillero para cada mes del año o años desde que saliste de la escuela secundaria o superior, durante los cuales tuviste algún trabajo (a tiempo completo o parcial, o en las fuerzas armadas).

1990
☐ Junio
☐ Julio
☐ Agosto
☐ Setiembre
☐ Octubre
☐ Noviembre
☐ Diciembre

1991
☐ Enero
☐ Febrero
☐ Marzo
☐ Abril
☐ Mayo
☐ Junio
☐ Julio
☐ Agosto
☐ Setiembre
☐ Octubre
☐ Noviembre
☐ Diciembre

1992
☐ Enero
☐ Febrero
☐ Marzo
☐ Abril
☐ Mayo

121A. ¿Cuál de las siguientes categorías describe mejor tu empleo u ocupación actual (o el más reciente, si estás desempleado(a) en la actualidad)?

(MARCA UNA RESPUESTA)

AGRICULTOR(A) O ADMINISTRADOR(A) AGRICOLA	01
CUIDADO DEL HOGAR (sin otro trabajo)	02
OBRERO(A), tal como obrero de construcción, lavador de automóviles, recolector de basura, obrero agrícola	03
GERENTE, ADMINISTRADOR(A), tal como gerente de ventas, gerente de oficina, administrador de escuelas, jefe de compras al por menor o minorista, gerente de restaurante, administrador público	04
MILITAR, tal como oficial de carrera o persona subalterna en las Fuerzas Armadas	05
OFICINISTA, tal como procesador de datos, cajero de banco, tenedor de libros, secreario, procesador de palabras, cartero, taquillero	06
OPERARIO(A), de maquinarias o herramientas (incluyendo equipo de construcción), tal como cortador de carne, ensamblador, soldador, chofer de taxis/autobuses/camiones	07
PROPIETARIO(A) O DUEÑO(A), tal como dueño de un negocio pequeño, de restaurante, o contratista	08
PROFESIONAL, tal como contador, enfermero diplomado, ingeniero, banquero, bibliotecario, escritor, trabajador social, actor/actriz, atleta, artista, político, pero sin incluir maestro de escuela	09
PROFESIONAL, tal como ministro/pastor de iglesia/sacerdote, dentista, doctor, abogado, científico profesor universitario	10
SERVICIOS DE PROTECCION, tal como oficial de policía, bombero, detective, alguacil/sheriff, guardia de seguridad	11
VENTAS, tal como representante de ventas, agente publicitario o de seguros, corredor de bienes raíces	12
MAESTRO(A) DE ESCUELA, tal como maestro de escuela primaria, media o secundaria, pero no profesor universitario	13
SERVICIOS, tal como peluquero, enfermero práctico, cuidador de niños, camarero o mozo, empleado doméstico conserje	14
TECNICO, tal como programador de computadoras, técnico médico o dental, dibujante técnico	15
ARTESANO, tal como panadero/pastelero, mecánico de automóviles, pintor de casas, plomero, instalador de teléfonos/cable, carpintero	16
OTRO (ESCRIBE CUAL ABAJO)	19

____

121B. ¿Qué tipo de empleo u ocupación tienes? (ESCRIBELO ABAJO)

____

____

121C. ¿En qué tipo de industria o negocio se encuentra ese empleo? (ESCRIBELO ABAJO)

____

____

121D. ¿En qué consisten tus principales actividades u ocupaciones en ese empleo? (ESCRIBELO ABAJO)

____

____

____

____

122. ¿Cuándo empezaste a trabajar en tu empleo actual o más reciente? (MARCA EL MES Y EL AÑO)

MES

☐ Enero
☐ Febrero
☐ Marzo
☐ Abril
☐ Mayo
☐ Junio

☐ Julio
☐ Agosto
☐ Setiembre
☐ Octubre
☐ Noviembre
☐ Diciembre

AÑO

☐ 1986 o antes
☐ 1987
☐ 1988
☐ 1989
☐ 1990
☐ 1991
☐ 1992

123. ¿Cuándo dejaste ese empleo? (MARCA EL MES Y EL AÑO. SI TODAVIA TIENES ESE EMPLEO, MARCA ESTE CASILLERO.) Todavía tengo ese empleo . . . . . . ☐

MES

☐ Enero
☐ Febrero
☐ Marzo
☐ Abril
☐ Mayo
☐ Junio

☐ Julio
☐ Agosto
☐ Setiembre
☐ Octubre
☐ Noviembre
☐ Diciembre

AÑO

☐ 1986 o antes
☐ 1987
☐ 1988
☐ 1989
☐ 1990
☐ 1991
☐ 1992

ESTUDIOS

124. **Desde la época en que terminaste la escuela superior o secundaria y la actualidad, ¿te has matriculado o tomado clases en cualquier tipo de escuela, tal como una universidad, una escuela profesional o de posgrado, una escuela o academia militar, una escuela de negocios, una escuela técnica/vocacional, o en un "community college"? (No incluyas programas de entrenamiento en las Fuerzas Armadas.)**

(MARCA UNA RESPUESTA)

Sí . . . . 1 **(SIGUE CON LA PREG. 125)**

No . . . . 2 **(PASA AL RECUADRO DE LA PAG. 76)**

125. **Por favor marca un casillero por cada mes que estuviste matriculado, tomando clases o recibiendo entrenamiento en alguna escuela durante el año o años desde que terminaste la escuela superior o secundaria y la actualidad.**

1990	1991	1992	
☐ Junio	☐ Enero	☐ Julio	☐ Enero
☐ Julio	☐ Febrero	☐ Agosto	☐ Febrero
☐ Agosto	☐ Marzo	☐ Setiembre	☐ Marzo
☐ Setiembre	☐ Abril	☐ Octubre	☐ Abril
☐ Octubre	☐ Mayo	☐ Noviembre	☐ Mayo
☐ Noviembre	☐ Junio	☐ Diciembre	
☐ Diciembre			

126. **¿Cómo se llama y dónde está ubicada la universidad o la escuela técnica, vocacional, de comercio o negocios a la que asistes en la actualidad (o has asistido más recientemente)?**

|___|___|___|___|___|___| PARA USO OFICIAL SOLAMENTE

________________________ ________________________

Nombre de la Escuela Ciudad Estado

a. ¿Solicitaste ayuda financiera?

Sí . . . . . 1 **(SIGUE CON LA b)**

No . . . . 2 **(SIGUE CON LA PREG. 127A)**

b. ¿Te dieron ayuda financiera?

Sí . . . . 1 **(SIGUE CON LA PREG.127A)**

No 2

127A. ¿Fuiste a alguna otra universidad o escuela técnica, vocacional, de comercio o negocios?

Sí .... 1 **(SIGUE CON LA PREGUNTA 127B)**

No .... 2 **(LEE EL RECUADRO AL FINAL DE LA PAG.)**

127B. ¿Cómo se llama y dónde está ubicada esa escuela?

|__|__|__|__|__|__|__| **SOLO PARA USO OFICIAL**

____________________ ____________________

Nombre de la escuela Ciudad Estado

a. ¿Solicitaste ayuda financiera?	b. ¿Te dieron ayuda financiera?
Sí .... 1 **(SIGUE CON b)**	Sí .. 1 **(LEE EL RECUADRO DE ABAJO)**
No .... 2 **(LEE EL RECUADRO DE ABAJO)**	No . 2

Gracias por completar el **Suplemento para Estudiantes que se Gradúan antes de lo Previsto**.

Ahora por favor regresa a la **Pregunta 7**, página 6, de este cuestionario. Al responder esas preguntas haz memoria sobre tu último período en la escuela secundaria o superior. A medida que vayas respondiendo, utiliza ese período (no el momento actual) y la escuela a la que ibas como marco de referencia. Gracias por tu cooperación.

Appendix L

Spanish-language Version of the Second Follow-Up Dropout Questionnaire

NORC - 4521
Form Approved
OMB No.1850-0652
App. Exp.: 7/92

ESTUDIO LONGITUDINAL DE LA EDUCACION NACIONAL, 1988

SEGUNDO ESTUDIO COMPLEMENTARIO

CUESTIONARIO PARA PERSONAS QUE ACTUALMENTE ESTAN FUERA DE LA ESCUELA

Preparado para el Centro Nacional de Estadísticas de la Educación
del Departamento de Educación de los E.E.U.U.

Por el Centro Nacional de Investigaciones de Opinión (NORC)
Un Centro de Investigación en Ciencias Sociales
en la Universidad de Chicago

UTILIZACION DE LOS DATOS

Los datos obtenidos mediante esta encuesta serán utilizados por educadores y planificadores a nivel federal y estatal en el análisis de ciertas cuestiones importantes que interesan a las escuelas de la nación, tales como las normas educativas, los procedimientos de seguimiento de los cursos de estudios, el abandono de los estudios, la educación de grupos marginados, las necesidades de los estudiantes pertenecientes a grupos lingüísticos minoritarios, los incentivos destinados a despertar interés en el estudio de las ciencias y las matemáticas y los rasgos que caracterizan a aquellas escuelas que se destacan por su eficacia.

CONFIDENCIALIDAD

La política del Centro Nacional de Estadísticas de la Educación requiere la protección de la confidencialidad de la información proporcionada por las personas que participan voluntariamente en nuestros estudios. Queremos que sepas que:

1. La Sección 406 de la Ley sobre Disposiciones Educacionales Generales (20-USC 1221e-1) y la Ley Pública 100-297 nos autorizan a hacerte las preguntas que figuran en este cuestionario.

2. El propósito de estas preguntas es obtener información sobre las experiencias que viven los estudiantes durante el curso de sus estudios secundarios y mientras deciden a qué actividades desean dedicarse una vez que los terminen.

3. Puedes dejar sin responder cualquier pregunta que prefieras no contestar; sin embargo, esperamos que contestes tantas preguntas como sea posible.

4. Tus respuestas serán combinadas con las de los otros estudiantes, y nunca serán identificadas como tuyas.

Se ha estimado que participar en la presente recolección de datos toma, en promedio, tres horas (180 minutos), incluyendo una hora para contestar el cuestionario, hora y media para el Test Cognitivo y un máximo de media hora para la distribución de materiales y el suministro de instrucciones. Por favor, dirige tus comentarios relacionados con esta recolección de datos, o con cualquiera de sus aspectos, a: U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651 y a Office of Management and Budget, Paperwork Reduction Project, Washington, D.C. 20503.

El propósito de este estudio es obtener información para mejorar la comprensión por parte de educadores y planificadores sobre las diversas experiencias que atraviesan los individuos tanto en la escuela secundaria como en los lugares de trabajo.

Este cuestionario no es una prueba. El Centro necesita tus respuestas, y por eso confía en que contestarás cada pregunta conforme a la verdad. Puedes dejar sin responder cualquier pregunta que prefieras no contestar.

INSTRUCCIONES GENERALES

POR FAVOR, LEE CADA PREGUNTA CUIDADOSAMENTE.

Es importante que sigas las instrucciones para contestar cada tipo de pregunta. Las instrucciones son las siguientes:

A. (MARCA UNA RESPUESTA)

¿De qué color tienes los ojos?

(MARCA UNA RESPUESTA)

Pardos/Marrone	1
Azules	2
Verdes	3
Otro color	4

Si tienes los ojos verdes, marca el número 3 con un círculo, como se indica.

B. MARCA UNA RESPUESTA EN CADA LINEA

¿Piensas hacer alguna de las siguientes actividades la próxima semana?

(MARCA UNA RESPUESTA EN CADA LINEA)

		Sí	**No**	**No estoy Seguro**
a.	Alquilar un video	1	2	3
b.	Ir a un partido de béisbol	1	2	3
c.	Visitar a un(a) amigo(a)	1	2	3

Si no piensas alquilar un video, ni estás seguro(a) que irás a un partido de béisbol, pero piensas visitar a un(a) amigo(a), debes marcar con un círculo una respuesta en cada línea, como se indica.

C. PREGUNTAS CON INSTRUCCION DE PASAR A OTRA

a. ¿Alguna vez comes chocolate?

(MARCA UNA RESPUESTA)

Sí . . . . 1 --> **SIGUE CON LA b**

No . . . . 2 --> **PASA A LA c**

b. ¿Siempre te lavas los dientes después de comer chocolate?

(MARCA UNA RESPUESTA)

Sí 1

No 2

c. ¿Participaste en alguna de las siguientes actividades la semana pasada?

(MARCA TODAS LAS RESPUESTAS QUE CORRESPONDAN)

Vi una representación teatral 1

Fui al cine 1

Asistí a un evento deportivo 1

I. TU DIRECCION

1. ○ **Por favor, escribe tu nombre, dirección y número de teléfono en letra de imprenta.**

NOMBRE:

Apellido ________ Primer nombre ________ Segundo nombre ________

DIRECCION: ________________________
Número Calle

____
No. de departamento

Ciudad ________ Estado ________ Código postal (ZIP) ________

TELEFONO: (___)________
Código del Area Número de Teléfono

No tengo teléfono 1

SIEMPRE QUE EL CUESTIONARIO SE REFIERA A TUS PADRES, A TU MADRE O A TU PADRE, CONTESTA LA PREGUNTA CON RESPECTO AL PADRE, MADRE, TUTOR O TUTORA, PADRASTRO O MADRASTRA CON QUIEN VIVES LA MAYOR PARTE DEL TIEMPO.

2A. ○ **¿Tienes la misma dirección y el mismo número de teléfono que tu madre?**

(MARCA UNA RESPUESTA)

Sí . . . . 1 --> **PASA A LA PREG. 2C, PAG.2**
No . . . . 2 --> **SIGUE CON LA PREG. 2B, PAG.2**
Mi madre ya
falleció . . . . 3 --> **PASA A LA PREG. 3A, PAG.2**

370

2B. **Escribe el nombre y la dirección de tu madre en los espacios que aparecen a continuación. Si además de tu madre, tienes guardiana, escribe el nombre de aquella con quien vives la mayor parte del tiempo.**

○

NOMBRE:

____________ ____________		____________
Apellido	Primer nombre	Segundo nombre

DIRECCION: ____

Número Calle

____

No. de departamento

____________	____________	____________
Ciudad	Estado	Código postal (ZIP)

TELEFONO: (___) ____________

Código del Area Número de Teléfono

No tiene teléfono 1

2C. **¿Cuál es el número de teléfono de tu madre en el trabajo?**

○

TELEFONO: (___) ____________

Código del Area Número de Teléfono

No tiene trabajo 1

No sé su número 2

3A. **¿Tienes la misma dirección y el mismo número de teléfono que tu padre?**

○

(MARCA UNA RESPUESTA)

Sí . . . . 1 --> **PASA A LA PREG.3C, PAG.3**

No . . . . 2 --> **SIGUE CON LA PREG.3B, PAG.3**

Mi padre ya falleció . . . . 3 --> **PASA A LA PREG.4A, PAG.3**

3B. **Escribe el nombre y la dirección de tu padre en los espacios que aparecen a continuación. Si además de tu padre, tienes guardián, escribe el nombre de aquél con quien vives la mayor parte del tiempo.**

○

NOMBRE:

________________ ________________ ________________

Apellido Primer nombre Segundo nombre

DIRECCION: ____

Número Calle

____

No. de departamento

________________ ________________ ________________

Ciudad Estado Código postal (ZIP)

TELEFONO: (___) ________________ No tiene teléfono 1

Código del Area Número de Teléfono

3C. **¿Cuál es el número de teléfono de tu padre en el trabajo?**

○

TELEFONO: (___) ________________

Código del Area Número de Teléfono

No trabaja 1

No sé su número 2

4A. **Por favor, escribe el nombre, la dirección y el número de teléfono de un pariente o de un amigo íntimo que no viva contigo, pero que siempre sepa cómo encontrarte.**

○

NOMBRE:

________________ ________________ ________________

Apellido . . . . Primer nombre Segundo nombre

DIRECCION: ____

Número Calle

____

No. de departamento

________________ ________________ ________________

Ciudad Estado Código postal (ZIP)

TELEFONO: (___) ________________ No tiene teléfono 1

Código del Area Número de Teléfono

4B. **¿Cuál es tu relación o parentesco con esta persona?**

(MARCA UNA RESPUESTA)

Amigo(a) íntimo(a)	1
Pariente	2

5A. **¿Cuál es tu estado civil?**

○

(MARCA UNA RESPUESTA)

Soltero(a), nunca me he casado	01	**--> PASA A LA PREG.5E, PAG.6**
Casado(a)	02	**--> SIGUE CON LA PREG.5B**
Divorciado(a)/separado(a)	03	**--> SIGUE CON LA PREG.5C**
Viudo(a)	04	**--> PASA A LA PREG.5E, PAG.6**
No estoy casado pero vivo en una relación similar al matrimonio	05	**--> PASA A LA PREG.5E, PAG.6**
Otro	06	**--> PASA A LA PREG.5E, PAG.6**

5B. **¿Cuándo te casaste con tu actual esposo(a)? (ESCRIBELO A CONTINUACION)**

|__|__| 19 |__|__|

Mes **Año**

5C. **¿Tu esposo(a) o tu ex-esposo(a) tiene la misma dirección y el mismo número de teléfono que tú?**

(MARCA UNA RESPUESTA)

Sí	1	**--> PASA A LA PREG.5E, PAG.6**
No	2	**--> SIGUE CON LA PREG.5D, PAG.5**

5D. Por favor, escribe el nombre, la dirección y el número de teléfono de tu ex-esposo(a) o de tu esposo(a) actual.

NOMBRE:

____________________ __________________ __________________
Apellido Primer Nombre Segundo Nombre

DIRECCION: ____
Número Calle

____
Número de departamento

_________________________ _____________________ _______________
Ciudad Estado Código Postal (ZIP)

TELEFONO:(______)____________________ No tiene
Código del Area Número de Teléfono teléfono 1

II. TUS EXPERIENCIAS Y ACTIVIDADES EDUCATIVAS

5E. **¿Cuál es la fecha de hoy? (ESCRIBE LA FECHA A CONTINUACION)**

|___|___| |___|___|
Mes Día

LA RESPUESTA A LA PREGUNTA 5F, COMO A CUALQUIER OTRA PREGUNTA DE ESTE CUESTIONARIO, ES VOLUNTARIA. ESPERAMOS QUE LAS CONTESTES TODAS, PERO PUEDES PASAR POR ALTO CUALQUIER PREGUNTA QUE NO DESEES RESPONDER.

5F. **¿Cuál es tu número de Seguro Social? (ESCRIBE EL NUMERO A CONTINUACION)**
○

☐☐☐ - ☐☐ - ☐☐☐☐

AL CONTESTAR LAS SIGUIENTES PREGUNTAS, POR FAVOR RECUERDA QUE POR "ESCUELA" NOS REFERIMOS A UN CENTRO EDUCATIVO QUE OFRECE UN DIPLOMA DE EDUCACION SUPERIOR O SECUNDARIA O QUE PREPARA A LOS ESTUDIANTES PARA OBTENERLO.

NO NOS REFERIMOS A UNA ESCUELA O PROGRAMA QUE PREPARA PARA OBTENER UN "GED" O UN TITULO DE EQUIVALENCIA DE LA SECUNDARIA O PARA OBTENER UN CERTIFICADO DE UNA ESCUELA VOCACIONAL, TECNICA, DE COMERCIO O NEGOCIOS.

6. **¿Cuándo asististe a la escuela por última vez (a una escuela que ofrecía un diploma de secundaria o preparaba a los estudiantes para obtenerlo)? (MARCA A CONTINUACION UN MES Y AÑO)**
○

Mes			Año
Enero 01	Mayo 05	Setiembre . . . 09	1987 o antes 01
Febrero 02	Junio 06	Octubre 10	1988 02
Marzo 03	Julio 07	Noviembre . . 11	1989 03
Abril 04	Agosto 08	Diciembre . . . 12	1990 04
			1991 05
			1992 06

7. **¿En qué grado estabas en ese entonces?**

○

MARCA UNA RESPUESTA

8° grado 01

9° grado 02

10° grado 03

11° grado 04

12° grado 05

No se usaba un sistema de grados . . . . 06 **—> PASA A LA PREG.9A**

8. **¿Aprobaste ese grado?**

○

MARCA UNA RESPUESTA

Sí 1

No 2

9A. **A continuación se enumeran algunos de los motivos que muchas personas dan para abandonar la escuela. ¿Cuáles de ellos te parecen iguales o similares a los tuyos?**

○

(MARCA UNA RESPUESTA EN CADA LINEA)

		Sí	**No**
a.	Conseguí un trabajo	1	2
b.	No me gustaba la escuela	1	2
c.	No me llevaba bien con mis maestros	1	2
d.	No me llevaba bien con otros estudiantes	1	2
e.	Quería formar una familia	1	2
f.	(PARA MUJERES SOLAMENTE) Estaba embarazada	1	2
g.	Me convertí en padre/madre de un bebé	1	2
h.	Tenía que mantener a mi familia	1	2
i.	Me suspendieron de la escuela	1	2
j.	No me sentía seguro(a) en la escuela	1	2
k.	Quería viajar	1	2
l.	Mis amigos habían dejado la escuela	1	2
m.	Tenía que cuidar a un familiar	1	2
n.	Fui expulsado(a) de la escuela	1	2
o.	Me sentía fuera de lugar en la escuela	1	2
p.	No podía mantenerme al día con mis tareas escolares	1	2
q.	Estaba sacando malas notas/reprobando en la escuela	1	2
r.	Me casé o pensaba casarme	1	2
s.	Me cambié de escuela y la nueva no me gustó	1	2
t.	No podía trabajar e ir a la escuela al mismo tiempo	1	2
u.	Tenía un problema de drogas o alcohol	1	2
v.	Otro (DESCRIBELO A CONTINUACION)	1	2

9B. **Tomando en cuenta los motivos que marcaste en la Pregunta 9A, así como cualquier otro motivo que puedas haber tenido, ¿cuáles fueron los principales motivos por los que abandonaste los estudios en la última escuela a la que fuiste? (ESCRIBELO A CONTINUACION)**

____

____

____

____

____

10A. ○ **Antes de la última vez en que abandonaste los estudios, ¿alguna vez dejaste de ir a la escuela durante más de un mes por algún motivo que no fuera el estar enfermo(a)?**

(MARCA UNA RESPUESTA)

Sí . . . . 1 --> **SIGUE CON LA PREG.10B**

No . . . . 2 --> **PASA A LA PREG.14A, PAG.10**

10B. **¿Cuándo fue la primera vez que dejaste de ir a la escuela durante más de un mes? (MARCA CON UN CIRCULO UN MES Y UN AÑO A CONTINUACION)**

Mes			Año
Enero 01	Mayo 05	Setiembre . . . 09	1987 o antes 01
Febrero 02	Junio 06	Octubre 10	1988 02
Marzo 03	Julio 07	Noviembre . . 11	1989 03
Abril 04	Agosto 08	Diciembre . . . 12	1990 04
			1991 05
			1992 06

11. **¿Cuándo regresaste a la escuela? (MARCA CON UN CIRCULO UN MES Y UN AÑO A CONTINUACION)**

Mes			Año
Enero 01	Mayo 05	Setiembre . . . 09	1987 o antes 01
Febrero 02	Junio 06	Octubre 10	1988 02
Marzo 03	Julio 07	Noviembre . . 11	1989 03
Abril 04	Agosto 08	Diciembre . . . 12	1990 04
			1991 05
			1992 06

12A. **¿Dejaste nuevamente de ir a la escuela durante más de un mes por algún motivo que no fuera el estar enfermo(a)?**

(MARCA UNA RESPUESTA)

Sí .... 1 --> **SIGUE CON LA PREG. 12B**

No .... 2 --> **PASA A LA PREG. 14A**

12B. **¿Cuándo fue? (MARCA CON UN CIRCULO UN MES Y UN AÑO A CONTINUACION)**

Mes			Año
Enero 01	Mayo 05	Setiembre ... 09	1987 o antes 01
Febrero 02	Junio 06	Octubre 10	1988 02
Marzo 03	Julio 07	Noviembre .. 11	1989 03
Abril 04	Agosto 08	Diciembre ... 12	1990 04
			1991 05
			1992 06

13A. **¿Volviste de nuevo a la escuela?**

(MARCA UNA RESPUESTA)

Sí .... 1 --> **SIGUE CON LA PREG. 13B**

No .... 2 --> **PASA A LA PREG. 14A**

13B. **¿Cuándo volviste? (MARCA CON UN CIRCULO UN MES Y UN AÑO A CONTINUACION)**

Mes			Año
Enero 01	Mayo 05	Setiembre ... 09	1987 o antes 01
Febrero 02	Junio 06	Octubre 10	1988 02
Marzo 03	Julio 07	Noviembre .. 11	1989 03
Abril 04	Agosto 08	Diciembre ... 12	1990 04
			1991 05
			1992 06

14A. **¿Asististe a la escuela durante el año escolar de 1990-91?**

(MARCA UNA RESPUESTA)

Sí .... 1 --> **SIGUE CON LA PREG. 14B, PAG. 11**

No .... 2 --> **PASA A LA PREG. 15, PAG. 11**

14B. **¿Aproximadamente cuántos días de clases perdiste durante el año escolar de 1990-91? (Si dejaste la escuela durante ese año, toma en cuenta solamente los días que perdiste antes de dejarla.) (ESCRIBE EL NUMERO A CONTINUACION)**

|___|___|___| Días

15. ○ **¿Cómo se llama y dónde queda la última escuela a la que ibas? (ESCRIBELO A CONTINUACION)**

Nombre de la escuela ______________________________

Ciudad & Estado __________________________________

16. **¿Asististe a esa escuela durante el año escolar de 1989-90?**

(MARCA UNA RESPUESTA)

Sí 1

No 2

No iba a la escuela en 1989-90 3

17A. ○ **En general, ¿piensas que hiciste bien en abandonar los estudios?**

(MARCA UNA RESPUESTA)

Sí 1

No 2

No sé 3

17B. **Por favor explica porqué piensas así. (ESCRIBELO A CONTINUACION)**

____

____

____

____

18. **¿Hasta qué punto estás de acuerdo con las siguientes afirmaciones sobre la escuela que dejaste?**

(MARCA UNA RESPUESTA EN CADA LINEA)

	Muy de acuerdo	**De acuerdo**	**En desacuerdo**	**Muy en desacuerdo**
a. Había un verdadero espíritu de escuela	1	2	3	4
b. Los estudiantes se hacían amigos de estudiantes de otros grupos étnicos o raciales	1	2	3	4
c. La enseñanza era buena	1	2	3	4
d. Los maestros se interesaban por los estudiantes	1	2	3	4
e. El alboroto de otros estudiantes dificultaba mi aprendizaje	1	2	3	4
f. No me sentía seguro(a) en esta escuela	1	2	3	4
g. Con frecuencia había peleas entre diferentes grupos raciales o étnicos	1	2	3	4
h. Había muchas pandillas/gangas en la escuela	1	2	3	4

19. **¿Cuántas veces te pasó lo siguiente durante el *último* semestre o período escolar completo que *terminaste* en la escuela?**

(MARCA UNA RESPUESTA EN CADA LINEA)

		Nunca	1-2 veces	3-6 veces	7-9 veces	10-15 veces	Más de 15 veces
a.	Llegué tarde a la escuela	00	01	02	03	04	05
b.	Me salí de clases antes de tiempo o me salté clases	00	01	02	03	04	05
c.	Perdí un día de escuela	00	01	02	03	04	05
d.	Me metí en dificultades por no seguir las reglas de la escuela	00	01	02	03	04	05
e.	Me suspendieron de algunas actividades de la escuela	00	01	02	03	04	05
f.	Me suspendieron de la escuela o me pusieron en un período de prueba	00	01	02	03	04	05
g.	Me transfirieron a otra escuela por razones de disciplina	00	01	02	03	04	05
h.	Fui arrestado(a)	00	01	02	03	04	05
i.	Pasé algún tiempo en un centro de detención para menores	00	01	02	03	04	05

20. **En cuanto a la última escuela secundaria o superior a la que asististe, ¿cuál de las siguientes categorías describe mejor el tipo de programa en el que estabas?**

○

(MARCA UNA RESPUESTA)

a.	Nunca fui a la secundaria	00
b.	Programa general de escuela secundaria	01
c.	Programa de preparación para la universidad, programa académico o académico especializado (ejemplo, Ciencias o Matemáticas)	02
d.	Otro programa especializado de secundaria (ejemplo, Bellas Artes)	03
e.	Programa vocacional, técnico o comercial/ profesional	
	Artes industriales/educación tecnológica	04
	Oficios agrícolas	05
	Preparación comercial o de oficina	06
	"Marketing" o distribución de productos	07
	Ocupaciones relacionadas con la salud	08
	Ocupaciones relacionadas con la economía doméstica	09
	Educación para el consumidor y cuidado del hogar	10
	Oficios técnicos	11
	Oficios comerciales o industriales	12
f.	Programa de educación especial	13
g.	Programa alternativo, Programa para evitar el abandono de los estudios/ ("Stay-in-School" o "Dropout Prevention")	14
h.	No sé	15

21. **¿Alguien en tu *escuela* tomó alguna de las siguientes iniciativas la última vez en que dejaste de ir a la escuela?**
○

(MARCA UNA RESPUESTA EN CADA LINEA)

		Sí	**No**
a.	Ofreció enviarme a otra escuela	1	2
b.	Ofreció ponerme en un programa especial	1	2
c.	Me ofreció enseñanza individual especial	1	2
d.	Ofreció ayudarme a ponerme al día con el trabajo escolar atrasado	1	2
e.	Ofreció ayudarme con mis problemas personales	1	2
f.	Me dijo que podía regresar si mantenía cierto promedio de notas	1	2
g.	Me dijo que podía regresar si no volvía a perder clases tan seguido	1	2
h.	Me dijo que podía regresar si obedecía las reglas de disciplina de la escuela	1	2
i.	Trató de convencerme de que me quedara	1	2
j.	Me dijo que no podía regresar	1	2
k.	Me expulsó o suspendió	1	2
l.	Llamó o fue a mi casa	1	2

22. **¿Tus *padres o guardianes* hicieron algunas de las siguientes cosas cuando dejaste de ir a la escuela la última vez?**
○

(MARCA UNA RESPUESTA EN CADA LINEA)

		Sí	No
a.	Ofrecieron enviarme a otra escuela	1	2
b.	Ofrecieron ponerme en un programa especial	1	2
c.	Ofrecieron conseguirme tutoría especial	1	2
d.	Ofrecieron ayudarme a ponerme al día con el trabajo escolar atrasado	1	2
e.	Ofrecieron ayudarme con problemas personales	1	2
f.	Trataron de convencerme de que me quedara	1	2
g.	Me dijeron que estaba bien que dejara la escuela	1	2
h.	Me dijeron que estaban disgustados	1	2
i.	Me castigaron por abandonar los estudios	1	2
j.	Me dijeron que era decisión mía	1	2
k.	Llamaron a mi maestro/director de la escuela	1	2
l.	Llamaron a un consejero de la escuela	1	2
m.	Ofrecieron conseguirme algún tipo de orientación psicológica (con un psicólogo o trabajador social)	1	2

23. **Desde que dejaste la escuela, ¿te has inscrito en alguna institución educativa como, por ejemplo, una escuela vocacional o de comercio, o una universidad?**
○

(MARCA SI O NO EN CADA LINEA)

		Sí	No
a.	Escuela técnica, vocacional o de comercio	1	2
b.	"Junior/community college" de dos años: *programa técnico, vocacional o de comercio*	1	2
c.	"Junior/community college" de dos años: *programa académico*	1	2
d.	Universidad de cuatro años	1	2
e.	Programa de GED	1	2

24. **En los *últimos 2 años*, ¿te sucedieron algunas de las siguientes cosas?**

(MARCA UNO EN CADA LINEA)

		Sí	No
a.	Me informé sobre una escuela alternativa	1	2
b.	Vi a un consejero/trabajador social	1	2
c.	Fui a un centro juvenil o programa de extensión escolar ("outreach")	1	2
d.	Asistí a sesiones de terapia u orientación familiar ("family counseling")	1	2
e.	Desempeñé actividades para mi grupo religioso	1	2
f.	Estuve en un programa de rehabilitación para drogadictos	1	2
g.	Estuve en un programa de rehabilitación para alcohólicos	1	2
h.	Me reprobaron en un examen requerido para graduarse de la secundaria	1	2
i.	Me hicieron repetir un grado en la escuela	1	2
j.	Me reprobaron en una clase en la escuela	1	2

Las siguientes preguntas tratan sobre programas alternativos en las escuelas. Los estudiantes que están en programas alternativos toman cursos o reciben servicios especiales diferentes a los cursos y servicios que obtiene la mayoría de los estudiantes.

Un programa de GED es un programa alternativo SOLO SI ofrece cursos y servicios que no están a la disposición de la mayoría de los estudiantes.

Un programa alternativo puede ofrecerse en una secundaria común o existir de manera independiente. Ejemplos de programas alternativos son: una escuela dentro de una escuela ("a school-within-a-school"), programas para padres adolescentes, programa para prevenir el abandono de los estudios, "street academy", o programas de regreso a la secundaria.

25. **¿Alguna vez has participado en un programa alternativo?**

(MARCA UNA RESPUESTA)

Sí .... 1 –> **SIGUE CON LA PREG.26.A**

No .... 2 –> **PASA A LA PREG.31, PAG.20**

26A. **¿Cuándo *ingresaste* al programa alternativo en el que has participado más recientemente? (MARCA UN MES Y UN AÑO A CONTINUACION)**

Mes						Año	
Enero	01	Mayo	05	Setiembre ...	09	1987 o antes	01
Febrero	02	Junio	06	Octubre	10	1988	02
Marzo	03	Julio	07	Noviembre ..	11	1989	03
Abril	04	Agosto	08	Diciembre ...	12	1990	04
						1991	05
						1992	06

26B. **¿Todavía estás inscrito en este programa?**

(MARCA UNA RESPUESTA)

Sí .... 1 –> **PASA A LA PREG.27, PAG.19**

No, abandoné el programa antes de completarlo .... 2 –> **SIGUE CON LA PREG. 26C, PAG.19**

No, ya completé el programa .... 3 –> **SIGUE CON LA PREG. 26C, PAG.19**

26C. **¿Cuándo *abandonaste o completaste* el programa alternativo más reciente? (MARCA UN MES O UN AÑO A CONTINUACION)**

Mes			Año
Enero 01	Mayo 05	Setiembre . . . 09	1987 o antes 01
Febrero 02	Junio 06	Octubre 10	1988 02
Marzo 03	Julio 07	Noviembre . . 11	1989 03
Abril 04	Agosto 08	Diciembre . . . 12	1990 04
			1991 05
			1992 06

27. **¿Cuál de las siguientes personas te refirieron a este programa alternativo?**

(MARCA UNA RESPUESTA EN CADA LINEA)

		Sí	**No**
a.	Tu(s) madre/padre(s)	1	 2
b.	Tu(s) hermano(s)/hermana(s)	1	 2
c.	Un(a) maestro(a)	1	 2
d.	Un(a) director(a) de escuela	1	 2
e.	Un(a) consejero(a) de una escuela	1	 2
f.	Un(a) amiga(a)	1	 2
g.	Un familiar	1	 2
h.	Tu pastor, sacerdote o rabino	1	 2
i.	Un(a) trabajador(a) social	1	 2
j.	Un(a) amigo(a) adulto o un(a) conocido(a) fuera de la escuela	1	 2
k.	Tú mismo(a)	1	 2
l.	Yo solo(a) me enteré de este programa y lo escogí	1	 2

28. **¿Por qué ingresaste a este programa alternativo? (ESCRIBELO A CONTINUACION)**

____

____

29. **¿Has recibido o recibiste alguno de los siguientes servicios en este programa?**

(MARCA UNA RESPUESTA EN CADA LINEA)

	Sí	No	Programa no lo ofrece/ofrecía
a. Programas especiales de instrucción	1	2	3
b. Tutoría a cargo de un maestro	1	2	3
c. Tutoría a cargo de otros estudiantes	1	2	3
d. Incentivos o premios a la asistencia o al desempeño en clase	1	2	3
e. Terapia/orientación ("counseling") individual o de grupo	1	2	3
f. Orientación vocacional	1	2	3
g. Ayuda para encontrar trabajo	1	2	3
h. Atención médica o referencias para obtenerla	1	2	3
i. Cuidado de niños o guardería para tus hijos	1	2	3

30. **En total, ¿en cuántos programas alternativos has participado?**

(MARCA UNA RESPUESTA)

1	1
2	2
3 - 4	3
5 o más	4

31. **¿Piensas obtener un GED un diploma de secundaria o su equivalente?**
○

(MARCA UNA RESPUESTA)

Tengo un GED o un diploma equivalente	1	**–> SIGUE CON LA PREG.32, PAG.21**
Sí	2	**–> PASA A LA PREG.33A, PAG.21**
No	3	**–> PASA A LA PREG.35, PAG.22**

32. **¿Cuándo recibiste el GED, o un diploma equivalente?**
(ESCRIBE LA FECHA EN NUMEROS A CONTINUACION)

|___|___| 19 |___|___| –> **PASA A LA PREG.35, PAG.22**
Mes **Año**

33A. **¿Estás tomando actualmente alguna clase para prepararte para el examen de GED?**

(MARCA UNA RESPUESTA)

Sí . . . . 1 –> **PASA A LA PREG. 34**

No . . . . 2 –> **SIGUE CON LA PREG.33B**

33B. **¿Piensas hacer alguna de las siguientes cosas?**

(MARCA UNA RESPUESTA)

	Sí	**No**
Volver a la escuela para obtener una diploma de secundaria?	1	2
Inscribirte en una clase para prepararte para tomar el examen del GED o alguna otra prueba de equivalencia?	1	2

34. **¿Más o menos en qué fecha esperas recibir un diploma de secundaria, o tomar el examen del GED o algún otro examen de equivalencia de secundaria? (ESCRIBELA EN NUMEROS O MARCA EL "1" A CONTINUACION)**

|___|___| 19 |___|___|
Mes **Año**

No sé 1

300

35. **¿Con qué frecuencia te dedicas a las siguientes actividades?**

(MARCA UNA RESPUESTA EN CADA LINEA)

		Nunca/ rara vez	Menos de una vez por semana	Una o dos veces por semana	Todos los días o casi todos los días
a.	Usar computadoras personales, sin contar su uso en juegos de video/ computadoras	1	2	3	4
b.	Dedicarte por tu cuenta a pasatiempos predilectos ("hobbies") en proyectos artísticos o manuales	1	2	3	4
c.	Participar en actividades religiosas	1	2	3	4
d.	Participar en programas de agrupaciones juveniles o en programas deportivos de recreo	1	2	3	4
e.	Hacer trabajo voluntario o de servicio comunitario	1	2	3	4
f.	Conducir o pasear en automóvil (solo o con amigos)	1	2	3	4
g.	Conversar o hacer algo con tus amigos	1	2	3	4
h.	Conversar o hacer algo con tu padre o con tu madre	1	2	3	4
i.	Conversar o hacer algo con otros adultos	1	2	3	4
j.	Tomar clases (música, arte, idiomas, baile)	1	2	3	4
k.	Tomar lecciones de deportes	1	2	3	4
l.	Participar en deportes	1	2	3	4

III. TUS PLANES PARA EL FUTURO

36. **¿Qué importancia le das a cada uno de los siguientes objetivos en la vida?**

○

(MARCA UNA RESPUESTA EN CADA LINEA)

		Ninguna importancia	**Alguna importancia**	**Mucha importancia**
a.	Tener éxito en mi línea de trabajo	1	2	3
b.	Encontrar a la persona con quien desee casarme y ser feliz con mi familia	1	2	3
c.	Tener mucho dinero	1	2	3
d.	Tener buenos amigos	1	2	3
e.	Conseguir un trabajo estable	1	2	3
f.	Ayudar a otros miembros de mi comunidad	1	2	3
g.	Poder ofrecer a tus hijos mejores oportunidades que las que yo he tenido	1	2	3
h.	Vivir cerca de mis padres y demás familiares	1	2	3
i.	Alejarme de esta comunidad	1	2	3
j.	Contribuir a corregir las desigualdades económicas y sociales	1	2	3
k.	Tener hijos	1	2	3
l.	Tener tiempo libre suficiente para disfrutar de las cosas	1	2	3
m.	Alejarme de mis padres	1	2	3
n.	Llegar a ser un experto en mi campo de trabajo	1	2	3
o.	Obtener una buena educación	1	2	3

37. **¿Hasta qué grado crees que tu padre y tu madre desean que prosigas tus estudios? (CONTESTA LAS COLUMNAS A Y B QUE APARECEN A CONTINUACION CON RESPECTO A LOS PADRES CON QUIENES VIVES O CON QUIENES ESTAS EN CONTACTO REGULAR)**

(EN CADA COLUMNA, MARCA EL NUMERO MAS ALTO QUE CORRESPONDA)

	A. Padre (o guardián)	**B. Madre (o guardiana)**
No tiene aplicación en mi caso	00	00
No quiere que me gradúe de la escuela secundaria	01	01
Quiere que me gradúe solamente de la secundaria o de GED o su equivalente	02	02
ESCUELA VOCACIONAL, DE COMERCIO O NEGOCIOS DESPUES DE LA SECUNDARIA		
Quiere que curse menos de dos años de universidad	03	03
Quiere que curse dos años o más de escuela	04	04
Quiere que reciba un título de una escuela vocacional, técnica o comercial	05	05
PROGRAMA UNIVERSITARIO		
Quiere que curse menos de dos años de universidad	06	06
Quiere que curse dos o más años de universidad (incluyendo un programa de dos años)	07	07
Quiere que termine la universidad (en un programa de cuatro o cinco años)	08	08
ESCUELA PROFESIONAL O DE POSGRADO		
Quiere que reciba un título de maestría o equivalente	09	09
Quiere que reciba un título de Ph.D., M.D., u otro título profesional	10	10
No sé	11	11

38. ¿Actualmente, ¿cuántos años de estudios crees que cursarás?

(MARCA UNA SOLA RESPUESTA EN EL NUMERO MAS ALTO QUE CORRESPONDA)

Creo que no me graduaré de la escuela secundaria	01
Creo que me graduaré de la secundaria solamente	02

ESCUELA VOCACIONAL, COMERCIAL O DE NEGOCIOS, DESPUES DE LA SECUNDARIA

Creo que cursaré menos de dos años de escuela	03
Creo que me graduaré de un programa de dos años o más de escuela	04
Creo que me graduaré con un título de una escuela vocacional, comercial o de negocios	05

PROGRAMA UNIVERSITARIO

Creo que cursaré menos de dos años de universidad	06
Creo que me graduaré de un programa de dos años o más de universidad (incluyendo un programa de 2 años)	07
Creo que me graduaré de la universidad de un programa de cuatro o cinco años	08

ESCUELA PROFESIONAL O DE POSGRADO

Creo que me graduaré con un título de maestría o equivalente	09
Creo que me graduaré con un título de Ph.D., M.D. u otro título profesional	10
No sé	11

39. ¿Alguna de las siguientes personas ha conversado contigo sobre la posibilidad de que continúes con tu educación?

(MARCA UNA RESPUESTA EN CADA LINEA)

		Sí	**No**
a.	Tu(s) madre/padre(s)	1	2
b.	Tu(s) hermano(s)/hermana(s)	1	2
c.	Un(a) maestro(a)	1	2
d.	Un(a) director(a) de una escuela	1	2
e.	Un(a) consejero(a) de una escuela	1	2
f.	Un(a) amigo(a)	1	2
g.	Un familiar	1	2
h.	Tu ministro, sacerdote o rabino	1	2
i.	Un(a) trabajador(a) social	1	2
j.	Un(a) amigo(a) adulto o un(a) conocido(a) fuera de la escuela	1	2

40A. ¿Cuál de las siguientes categorías describe mejor el trabajo u ocupación
0 que esperas o planeas tener cuando tengas 30 años de edad? Aunque no estés seguro(a), marca con un círculo el que te parezca más probable.

(MARCA UNA RESPUESTA SOLAMENTE)

AGRICULTOR(A) O ADMINISTRADOR(A) AGRICOLA	01
CUIDADO DEL HOGAR (sin otro trabajo)	02
OBRERO(A), tal como obrero de construcción, lavador de automóviles, recolector de basura, obrero agrícola	03
GERENTE, ADMINISTRADOR(A), tal como gerente de ventas, gerente de oficina administrador de escuelas, jefe de compras al por menor o minorista, gerente de restaurante, administrador público	04
MILITAR, tal como oficial de carrera o persona subalterna en las Fuerzas Armadas	05
OFICINISTA, tal como procesador de datos, cajero de banco, tenedor de libros, secretario, procesador de palabras, cartero, taquillero	06
OPERARIO(A) de maquinarias o herramientas (incluyendo equipo de construcción), tal como cortador de carne, ensamblador, soldador, chofer de taxis/autobuses/camiones	07
PROPIETARIO(A) O DUEÑO(A), tal como dueño de un negocio pequeño, de restaurante, o contratista	08
PROFESIONAL, tal como contador, enfermero diplomado, ingeniero, banquero, bibliotecario, escritor, trabajador social, actor/actriz, atleta, artista, político, pero sin incluir maestro de escuela	09
PROFESIONAL, tal como ministro/pastor de iglesia/sacerdote, dentista doctor, abogado, científico, profesor universitario	10
SERVICIOS DE PROTECCION, tal como oficial de policía, bombero, detective, alguacil/sheriff, guardia de seguridad	11
VENTAS, tal como representante de ventas, agente publicitario o o de seguros, corredor de bienes raíces	12
MAESTRO(A), tal como maestro de escuela primaria, media o secundaria, pero no profesor universitario	13
SERVICIOS, tal como peluquero/barbero, enfermero práctico, cuidador de niños, camarero o mozo, empleado doméstico, conserje	14
TECNICO(A), tal como programador de computadoras, técnico médico o dental, dibujante técnico	15
ARTESANO, tal como panadero/pastelero, mecánico de automóviles pintor de casas, plomero, instalador de teléfonos/cable, carpintero	16
NO ME PROPONGO TRABAJAR	17
ESTARE EN LA ESCUELA	18
OTRO	19

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40B. ¿Te parece que ahora ya tienes suficiente preparación para el trabajo o carrera que crees que vas a desempeñar de aquí a 5 años?

(MARCA UNA RESPUESTA)

No, voy a necesitar entrenamiento/ aprendizaje adicional	1
No, voy a necesitar experiencia adicional de trabajo, entrenamiento en el trabajo	2
No, voy a necesitar un programa universitario de dos o cuatro años	3
No, necesitaré asistir a una escuela vocacional o de artes y oficios	4
Sí, ya tengo suficiente preparación	5

40C. ¿Qué nivel de educación crees que necesitas para obtener el trabajo que esperas o te propones tener cuando tengas 30 años?

(MARCA UNA RESPUESTA SOLAMENTE)

Ni siquiera secundaria	00
Algo de secundaria	01
Diploma de secundaria	02
Menos de dos años de escuela vocacional, de comercio o negocios	03
Dos años o más de escuela vocacional, de comercio o negocios	04
Un título de una escuela vocacional, de comercio o negocios	05
Algo de educación universitaria	06
Un título de un programa universitario de dos años	07
Un título de un programa universitario de 4 ó 5 años	08
Un título de un programa de posgrado (Maestría o Doctorado)	09
Un título de un programa profesional [abogado(a) o médico(a)]	10
No me propongo trabajar	11

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IV. DINERO Y TRABAJO

En esta sección hacemos preguntas sobre los tipos de empleo que has tenido, tus ingresos y horarios de trabajo en cada uno de estos empleos, y sobre la relación entre tu entrenamiento y educación y tus diferentes empleos. Tus respuestas nos ayudarán a interpretar los resultados de esta encuesta.

41. *Tengas o no un empleo en la actualidad*, **¿estabas buscando empleo la semana pasada?**

(MARCA UNA RESPUESTA)

Sí . . . . 1 **–> SIGUE CON LA PREG.42**

No . . . . 2 **–> PASA A LA PREG.43, PAG.29**

42. **Durante la última semana, ¿has tomado alguna de las siguientes iniciativas para encontrar un empleo?**

(MARCA UNA RESPUESTA EN CADA LINEA)

		Sí	**No**
a.	Averiguar en una agencia de empleos del estado	1	2
b.	Averiguar en una agencia de empleos privada	1	2
c.	Averiguar en una oficina de reclutamiento militar	1	2
d.	Averiguar directamente con el empleador	1	2
e.	Averiguar entre familiares y amigos	1	2
f.	Poner o responder a avisos en el periódico	1	2
g.	Revisar los avisos clasificados en el periódico	1	2
h.	Averiguar en el servicio de empleo de la escuela	1	2
i.	Averiguar con un "community college" o en una oficina de empleos de una universidad	1	2
j.	Otro	1	2

AHORA PASA A LA PREGUNTA 44A EN LA PAGINA 29

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43. **¿Por qué no estabas buscando empleo la semana pasada? (Si tienes más de un motivo, marca con un círculo el motivo principal.)**

(MARCA UNA RESPUESTA)

Ya tengo empleo	01
Me gustaría volver a la escuela de tiempo completo	02
Tengo que hacerme cargo de mis hijos/ familia	03
He solicitado empleos pero no conseguí ninguno	04
No quiero ninguno de los empleos que creo poder conseguir	05
No necesito el dinero	06
No me gusta trabajar	07
No hay empleos disponibles	08
No tengo la preparación necesaria para conseguir un empleo	09
Otro **(ESPECIFICA A CONTINUACION)**	10

____

44A. **¿Cuántos empleos has tenido desde que dejaste la escuela secundaria?**

(MARCA UNA RESPUESTA)

Ninguno	00	**–> PASA A LA PREG.48A, PAG.40**
Uno	01	
Dos	02	
Tres	03	**–> SIGUE CON LA PREG.44B**
Cuatro	04	
Cinco o más	05	

44B. **Por favor marca un casillero para cada mes desde que saliste de la escuela secundaria o superior, durante los cuales tuviste algún trabajo (de tiempo completo o parcial, o en las fuerzas armadas).**

1990
☐ Junio
☐ Julio
☐ Agosto
☐ Setiembre
☐ Octubre
☐ Noviembre
☐ Diciembre

1991
☐ Enero
☐ Febrero
☐ Marzo
☐ Abril
☐ Mayo
☐ Junio

1992
☐ Julio
☐ Agosto
☐ Setiembre
☐ Octubre
☐ Noviembre
☐ Diciembre

☐ Enero
☐ Febrero
☐ Marzo
☐ Abril
☐ Mayo

A CONTINUACION, NOS GUSTARIA HACERTE PREGUNTAS ACERCA DE DOS DE LOS EMPLEOS QUE HAS TENIDO:

1. TU EMPLEO ACTUAL O EL MAS RECIENTE, SI ESTAS DESEMPLEADO/A EN LA ACTUALIDAD, Y
2. TU PRIMER EMPLEO DESPUES QUE DEJASTE LA ESCUELA SUPERIOR O SECUNDARIA

PRIMERO CONTESTA LA PREGUNTA 45, DESDE LA SECCION "A" HASTA LA "P", CON RESPECTO A TU EMPLEO ACTUAL O MAS RECIENTE Y, A CONTINUACION, CONTESTA TODA LA PREGUNTA 46 REFIRIENDOTE AL PRIMER EMPLEO QUE TUVISTE DESPUES DE DEJAR LA ESCUELA SUPERIOR O SECUNDARIA.

SI DESPUES DE DEJAR LA ESCUELA SUPERIOR O SECUNDARIA, HAS TENIDO SOLO UN EMPLEO, CONTESTARAS SOLAMENTE LA PREGUNTA 45 EN RELACION CON ESE EMPLEO EN PARTICULAR.

SI ESTAS O HAS ESTADO EN LAS FUERZAS ARMADAS, CONSIDERA TODA TU EXPERIENCIA MILITAR COMO UN SOLO EMPLEO.

45. **EMPLEO ACTUAL O EMPLEO MAS RECIENTE SI ESTAS DESEMPLEADO(A) AHORA.**

SI ACTUALMENTE TIENES (O MUY RECIENTEMENTE HAS TENIDO) DOS EMPLEOS AL MISMO TIEMPO, CONTESTA LAS SIGUIENTES PREGUNTAS CON RELACION AL EMPLEO QUE HAS TENIDO DURANTE MAS TIEMPO.

45A. **¿Cuál de las siguientes categorías describe mejor tu empleo u ocupación actual (o el más reciente, si estás desempleado(a) en la actualidad)? Aunque no estés seguro(a), marca con un círculo la que te parezca más apropiada.**

○

(MARCA UNA RESPUESTA)

AGRICULTOR(A) O ADMINISTRADOR(A) AGRICOLA	01
CUIDADO DEL HOGAR (sin otro trabajo)	02
OBRERO(A), tal como obrero de construcción, lavador de automóviles, recolector de basura, obrero agrícola	03
GERENTE, ADMINISTRADOR(A), tal como gerente de ventas, gerente de oficina, administrador de escuelas, jefe de compras al por menor o minorista, gerente de restaurante, administrador público	04
MILITAR, tal como oficial de carrera o persona subalterna en las Fuerzas Armadas	05
OFICINISTA, tal como procesador de datos, cajero de banco, tenedor de libros, secretario, procesador de palabras, cartero, taquillero	06
OPERARIO(A), de maquinarias o herramientas (incluyendo equipo de construcción), tal como cortador de carne, ensamblador, soldador, chofer de taxis/autobuses/camiones	07
PROPIETARIO(A) O DUEÑO(A), tal como dueño de un negocio pequeño, de restaurante, o contratista	08
PROFESIONAL, tal como contador, enfermero diplomado, ingeniero, banquero, bibliotecario, escritor, trabajador social, actor/actriz, atleta, artista, político, pero sin incluir maestro de escuela	09
PROFESIONAL, tal como ministro/pastor de iglesia/sacerdote, dentista, doctor, abogado, científico profesor universitario	10
SERVICIOS DE PROTECCION, tal como oficial de policía, bombero, detective, alguacil/sheriff, guardia de seguridad	11
VENTAS, tal como representante de ventas, agente publicitario o de seguros, corredor de bienes raíces	12
MAESTRO(A) DE ESCUELA, tal como maestro de escuela primaria, media o secundaria, pero no profesor universitario	13
SERVICIOS, tal como peluquero, cuidador de niños, camarero o mozo, empleado doméstico, conserje, enfermero práctico	14
TECNICO, tal como programador de computadoras, técnico médico o dental, dibujante técnico	15
ARTESANO, tal como panadero/pastelero, mecánico de automóviles, pintor de casas, plomero, instalador de teléfonos/cable, carpintero	16
OTRO (ESCRIBE CUAL A CONTINUACION)	19

400

45B. **¿Qué tipo de empleo u ocupación tienes? (ESCRIBELO A CONTINUACION)**

____

____

45C. **¿En qué tipo de industria o negocio se encuentra ese empleo? (ESCRIBELO A CONTINUACION)**

____

____

45D. **¿En qué consisten tus principales actividades u ocupaciones en ese empleo? (ESCRIBELO A CONTINUACION)**

____

____

____

____

45E. **¿Cuándo empezaste a trabajar en ese empleo? (ESCRIBE EN NUMEROS EL MES Y EL AÑO)**

|__|__| 19|__|__|
MES **AÑO**

45F. **¿Todavía tienes ese empleo?**

(MARCA UNA RESPUESTA)

Sí	1	**–> PARA A LA 45J, PAG. 33**
No	2	**–> SIGUE A LA 45G**

45G. **¿Cuándo dejaste ese empleo? (ESCRIBE LA FECHA EN NUMEROS A CONTINUACION)**

|__|__| 19|__|__|
MES **AÑO**

45H. **¿Porqué dejaste ese empleo?**

(MARCA EL MOTIVO MAS IMPORTANTE)

El trabajo se acabó (empleo temporal o de estación, en "layoff", o me despidieron)	01
Motivos relacionados con la escuela (me gradué, comenzó la escuela, finalizó el año escolar)	02
Lo dejé porque no estaba satisfecho(a) con el empleo, el horario o la paga.	03
Me mudé a otra parte	04
Motivos relacionados con la salud (enfermedad, lesión, embarazo)	05
Otro **(ESCRIBELO A CONTINUACION)**	06

____

45I. **¿Estabas sin empleo Y buscando trabajo inmediatamente después de dejar ese empleo?**

(MARCA UNA RESPUESTA)

Sí. . . . . 1 --> **¿Cuántas semanas estuviste o has estado buscando?** |___|___| **SEMANAS**

No 2

45J. **¿Cuánto ganabas por hora cuando empezaste a trabajar en ese empleo?**

(MARCA UNA RESPUESTA)

Menos de $4.25	01
$4.25 - 6.00	02
$6.01 - 8.00	03
$8.01 - 10.00	04
$10.01 - 12.00	05
$12.01 - 14.00	06
$14.01 - 16.00	07
$16.01 o más	08

45K. **¿Cuánto ganas por hora en la actualidad, o cuánto ganabas justo antes de dejar ese empleo?**
○

(MARCA UNA RESPUESTA)

Menos de $4.25	01
$4.25 - 6.00	02
$6.01 - 8.00	03
$8.01 - 10.00	04
$10.01 - 12.00	05
$12.01 - 14.00	06
$14.01 - 16.00	07
$16.01 o más	08

45L. **Por lo general, ¿alrededor de cuántas horas por semana trabajas o trabajabas en ese empleo? (ESCRIBELAS A CONTINUACION)**

Horas por semana: |___|___|

45M. **¿Cómo encontraste ese empleo?**

(MARCA LA CATEGORIA MAS IMPORTANTE)

Oficina de empleo o de colocación de la escuela	01
Agencia de empleo pública	02
Agencia de empleo privada	03
Aviso en un periódico	04
Averigüé directamente con el empleador	05
A través de un familiar	06
A través de un amigo	07
Solicitud del Servicio Civil	08
Registro o matrícula de un sindicato o unión	09
Otro **(ESCRIBELO A CONTINUACION)**	10

____

45N. **¿Estás/estabas en ese empleo. . .**

(MARCA UNA RESPUESTA)

Como empleado(a) de una **COMPAÑIA** o **NEGOCIO**?	01
Como empleado(a) de una organización o institución **SIN FINES DE LUCRO**?	02
Como empleado(a) del **GOBIERNO** (federal, estatal, local)?	03
Empleado(a) por cuenta propia?	04
Trabajando **CON PAGA** en el negocio o granja de tu familia?	05
Trabajando **SIN PAGA** en el negocio o granja de tu familia?	06
Trabajando **SIN PAGA** en un **TRABAJO VOLUNTARIO?**	07

45O. ¿Cómo aprendiste a hacer este trabajo?

(MARCA UNA RESPUESTA EN CADA LINEA)

		Sí	No
a.	En una o más clases en la escuela superior o secundaria	1	2
b.	En una escuela vocacional, de comercio o negocios, o en otra escuela de capacitación profesional	1	2
c.	En un programa de aprendizaje o en un programa de capacitación del gobierno	1	2
d.	En un "junior/community college", o en una universidad de 4 años	1	2
e.	En las Fuerzas Armadas	1	2
f.	Un compañero de trabajo me entrenó	1	2
g.	Aprendí por mi cuenta	1	2
h.	En un programa de capacitación patrocinado por el sindicato o unión	1	2
i.	En un programa de capacitación patrocinado por un empleador	1	2
j.	Aprendí en un empleo anterior	1	2
k.	Otro **(DESCRIBELO A CONTINUACION)**	1	2

____

45P. ¿Has tenido otros empleos desde que abandonaste los estudios?

(MARCA UNA RESPUESTA)

Sí . . . . 1 **—> SIGUE CON LA PREG.46, PAG.36**

No . . . . 2 **—> PASA A LA PREG.47, PAG.40**

46. PRIMER EMPLEO DESPUES DE DEJAR LA ESCUELA SUPERIOR O SECUNDARIA.

SI TENIAS DOS EMPLEOS AL MISMO TIEMPO, CONTESTA LA PREGUNTA SIGUIENTE CON RELACION AL TRABAJO QUE TUVISTE DURANTE MAS TIEMPO

46A. ¿Cuál de las siguientes categorías describe mejor tu primer empleo después de la escuela superior o secundaria? Aunque no estés seguro, marca con un círculo la que te parezca más apropiada.

(MARCA UNA RESPUESTA)

AGRICULTOR(A) O ADMINISTRADOR(A) AGRICOLA	01
CUIDADO DEL HOGAR (sin otro trabajo)	02
OBRERO(A), tal como obrero de construcción, lavador de automóviles, recolector de basura, obrero agrícola	03
GERENTE, ADMINISTRADOR(A), tal como gerente de ventas, gerente de oficina, administrador de escuelas, jefe de compras al por menor o minorista, gerente de restaurante, administrador público	04
MILITAR, tal como oficial de carrera o persona subalterna en las Fuerzas Armadas	05
OFICINISTA, tal como procesador de datos, cajero de banco, tenedor de libros, secretario, procesador de palabras, cartero, taquillero	06
OPERARIO(A), de maquinarias o herramientas (incluyendo equipo de construcción), tal como cortador de carne, ensamblador, soldador, chofer de taxis/autobuses/camiones	07
PROPIETARIO(A) O DUEÑO(A), tal como dueño de un negocio pequeño, de restaurante, o contratista	08
PROFESIONAL, tal como contador, enfermero diplomado, ingeniero, banquero, bibliotecario, escritor, trabajador social, actor/actriz, atleta, artista, político, pero sin incluir maestro de escuela	09
PROFESIONAL, tal como ministro/pastor de iglesia/sacerdote, dentista, doctor, abogado, científico profesor universitario	10
SERVICIOS DE PROTECCION, tal como oficial de policía, bombero, detective, alguacil/sheriff, guardia de seguridad	11
VENTAS, tal como representante de ventas, agente publicitario o de seguros, corredor de bienes raíces	12
MAESTRO(A) DE ESCUELA, tal como maestro de escuela primaria, media o secundaria, pero no profesor universitario	13
SERVICIOS, tal como peluquero, enfermero práctico, cuidador de niños, camarero o mozo, empleado doméstico, conserje	14
TECNICO, tal como programador de computadoras, técnico médico o dental, dibujante técnico	15
ARTESANO, tal como panadero/pastelero, mecánico de automóviles, pintor de casas, plomero, instalador de teléfonos/cable, carpintero	16
OTRO (ESCRIBE CUAL A CONTINUACION)	19

46B. ¿Cuándo empezaste a trabajar en ese empleo? (MARCA EL MES Y EL AÑO)

|___|___| **MES** 19|___|___| **AÑO**

46C. ¿Cuándo dejaste ese empleo?

|___|___| **MES** 19|___|___| **AÑO**

46D. ¿Porqué dejaste ese empleo?

(MARCA EL MOTIVO MAS IMPORTANTE)

El trabajo se acabó (empleo temporal o de estación, en "layoff", o me despidieron)	01
Motivos relacionados con la escuela (me gradué, comenzó la escuela, finalizó el año escolar)	02
Lo dejé porque no estaba satisfecho(a) con el empleo, el horario o la paga	03
Encontré un empleo mejor o me ascendieron de puesto	04
Me mudé a otra parte	05
Motivos relacionados con la salud (enfermedad, lesión, embarazo)	06
Otro **(ESCRIBELO A CONTINUACION)**	07

____

46E. ¿Estabas sin empleo Y buscando trabajo inmediatamente después de dejar ese empleo?

(MARCA UNA RESPUESTA)

Sí ..... 1 --> **¿Cuántas semanas estuviste buscando?** |___|___| **SEMANAS**

No 2

46F. ¿Cuánto empezaste ganando por hora en ese empleo?

(MARCA UNA RESPUESTA)

Menos de $4.25	01
$4.25 - 6.00	02
$6.01 - 8.00	03
$8.01 - 10.00	04
$10.01 - 12.00	05
$12.01 - 14.00	06
$14.01 - 16.00	07
$16.01 o más	08

46G. **¿Cuánto ganabas justo antes de dejar ese empleo?**

(MARCA UNA RESPUESTA)

Menos de $4.25	01
$4.25 - 6.00	02
$6.01 - 8.00	03
$8.01 - 10.00	04
$10.01 - 12.00	05
$12.01 - 14.00	06
$14.01 - 16.00	07
$16.01 o más	08

46H. ***Por lo general*, ¿alrededor de cuántas horas por semana trabajas o trabajabas en ese empleo? (ESCRIBELAS A CONTINUACION)**

Horas por semana: |___|___|

46I. **¿Cómo encontraste ese empleo?**

(MARCA LA CATEGORIA MAS IMPORTANTE)

Oficina de empleo o de colocación de la escuela	01
Agencia de empleo pública	02
Agencia de empleo privada	03
Aviso en un periódico	04
Averigüé directamente con el empleador	05
A través de un familiar	06
A través de un amigo	07
Solicitud del Servicio Civil	08
Registro o matrícula de un sindicato o unión	09
Otro **(ESCRIBELO A CONTINUACION)**	10

____

46J. **¿Estás/estabas en este empleo. . .**

(MARCA UNA RESPUESTA)

Como empleado(a) de una **COMPAÑIA** o **NEGOCIO**?	01
Como empleado(a) de una organización o institución **SIN FINES DE LUCRO**?	02
Como empleado(a) del **GOBIERNO** (federal, estatal, local)?	03
Empleado(a) por cuenta propia?	04
Trabajando **CON PAGA** en el negocio o granja de tu familia?	05
Trabajando **SIN PAGA** en el negocio o granja de tu familia?	06
Trabajando **SIN PAGA** en un **TRABAJO VOLUNTARIO?**	07

46K. **¿Cómo aprendiste a hacer ese trabajo?**

(MARCA UNA RESPUESTA EN CADA LINEA)

		Sí	No
a.	En una o más clases en la escuela superior o secundaria	1	2
b.	En una escuela vocacional, de comercio o negocios, o en otra escuela de capacitación profesional	1	2
c.	En un programa de aprendizaje o en un programa de capacitación del gobierno	1	2
d.	En un junior/community college, o en una universidad de 4 años	1	2
e.	En las Fuerzas Armadas	1	2
f.	Un compañero de trabajo me entrenó	1	2
g.	Aprendí por mi cuenta	1	2
h.	En un programa de capacitación patrocinado por el sindicato o unión	1	2
i.	En un programa de capacitación patrocinado por un empleador	1	2
j.	Aprendí en un empleo anterior	1	2
k.	Otro **(DESCRIBELO A CONTINUACION)**	1	2

____

47. **Del dinero que ganas en tu empleo actual, ¿cuánto gastas en cada una de las categorías que se enumeran a continuación? (Si estás desempleado(a) en la actualidad, responde con relación al último empleo que tuviste)**

(MARCA UNA RESPUESTA EN CADA LINEA)

		Nada	**Una parte**	**Casi todo**
a.	Compra de ropa y otros artículos	0	1	2
b.	Gastos por salir a comer, pasear, etc.	0	1	2
c.	Gasolina y otros gastos del automóvil	0	1	2
d.	Pago del alquiler	0	1	2
e.	Compra de alimentos	0	1	2
f.	Pago de mi educación futura	0	1	2
g.	Compra de bebidas alcohólicas	0	1	2
h.	Compra de drogas ilícitas	0	1	2

48A. **¿Has participado en un programa de capacitación para el trabajo patrocinado por el estado o por un sindicato o unión?**

(MARCA UNA RESPUESTA)

No	1	–> **PASA A LA PREG.49A, PAG.41**
Sí, estoy actualmente participando en un programa de capacitación para el trabajo	2	–> **PASA A LA PREG.49A, PAG.41**
Sí, he participado en un programa de capacitación para el trabajo en el pasado	3	–> **SIGUE CON LA PREG. 48B**

48B. **¿Cuándo terminaste el programa de capacitación para el trabajo? (Si no terminaste el programa de capacitación para el trabajo, marca el número "1" a continuación.)**

|___|___| **MES**   19 |___|___| **AÑO**

No he terminado el programa de capacitación para el trabajo 1

49A. **¿Has participado en un programa de capacitación del gobierno (federal, estatal, o local)?**

(MARCA UNA RESPUESTA)

No . . . . 1 **–> PASA A LA PREG.50A**

Sí, estoy participando actualmente
en un programa tal . . . . 2 **–> PASA A LA PREG.50A**

Sí, participé en un programa tal
en el pasado . . . . 3 **–> SIGUE CON LA PREG.49B**

49B. **¿Cuándo terminaste el programa? (Si no terminaste el programa, marca "1" con un círculo a continuación)**

|___|___| **MES**   19 |___|___| **AÑO**

No terminé el programa 1

50A. **¿Has tomado algún curso por correspondencia o por televisión?**

(MARCA UNA RESPUESTA)

Sí . . . . 1 **–> SIGUE CON LA PREG.50B**

No . . . . 2 **–> PASA A LA PREG.51A**

50B. **¿Cuándo fue la primera vez que empezaste a tomar cursos por correspondencia o por televisión?**

|___|___| **MES**   19 |___|___| **AÑO**

51A. **Desde que dejaste la escuela superior o secundaria, ¿has prestado servicio o (estás sirviendo) en las Fuerzas Armadas regulares, las Reservas, la Guardia Nacional, o el ROTC?**

(MARCA UNA RESPUESTA)

Sí . . . . 1 **–> PASA A LA PREG.52A, PAG.42**

No . . . . 2 **–> SIGUE CON LA PREG. 51B, PAG.42**

51B. **Desde que dejaste la secundaria, ¿has intentado alistarte en *alguna* rama de las Fuerzas Armadas?**
(MARCA UNA RESPUESTA)

No, yo no pienso alistarme	1	
No, pero pienso tratar de alistarme pronto	2	
Sí, intenté alistarme y no fui aceptado(a)	3	**–> PASA A LA PREG.57, PAG.44**
Sí, y estoy esperando una respuesta	4	
Sí, y he sido aceptado	5	

52A. **¿En cuál rama de las Fuerzas Armadas prestaste servicio (estás sirviendo)?**

(MARCA UNA RESPUESTA)

Fuerzas Armadas regulares (Ejército, Marina, Fuerza Aérea, Marines)	1
Guardacostas	2
Guardia Nacional o Reservas	3
ROTC	4

52B. **¿Cuándo comenzaste el servicio activo? (ESCRIBE LA FECHA EN NUMEROS A CONTINUACION)**

|___|___| **MES**   **19** |___|___| **AÑO**

53A. **¿Has recibido (o estás recibiendo) cuatro semanas o más de educación especializada durante tu servicio en las Fuerzas Armadas?**

(MARCA UNA RESPUESTA)

Sí	1	**–> SIGUE CON LA PREG.53B**
No	2	**–> PASA A LA PREG.54, PAG.43**

53B. **¿Cómo se llama el programa de educación especializada en el que pasaste/pasarás el período de tiempo más largo? (POR FAVOR ESCRIBE EN LETRA DE IMPRENTA Y NO USES SIGLAS)**

NOMBRE DEL PROGRAMA:

____

54. **Cuando estuviste en las Fuerzas Armadas, ¿tomaste algún tipo de cursos que . . .**

(MARCA UNA RESPUESTA EN CADA LINEA)

	Sí	No
a. Te prepararon para el examen de equivalencia de la escuela superior o secundaria?	1	2
b. Te prepararon para pruebas de equivalencia que pueden tomarse a fin de obtener créditos universitarios?	1	2
c. Estaban patrocinados por una universidad que ofrecía créditos universitarios?	1	2

55A. **¿Estás *actualmente* en servicio activo?**

(MARCA UNA RESPUESTA)

Sí . . . . 1 **--> PASA A LA PREG.56**

No . . . . 2 **--> SIGUE CON LA PREG.55B**

55B. **¿Cuándo lo dejaste? (ESCRIBE LA FECHA EN NUMEROS A CONTINUACION)**

|___|___| **MES**   **19** |___|___| **AÑO**

56. **¿Cuál es/fue tu principal motivo para entrar a las Fuerzas Armadas?**

(MARCA UNA RESPUESTA)

a. Servir a mi país	1
b. Necesitaba un trabajo	2
c. Para obtener capacitación para trabajos futuros	3
d. Para recibir dinero para educación posterior	4
e. Por otro motivo	5

V. TUS OPINIONES SOBRE TI MISMO Y SOBRE TUS ACTITUDES

57. ¿Qué opinas con respecto a las siguientes afirmaciones?

(MARCA UNA RESPUESTA EN CADA LINEA)

		Muy de acuerdo	De acuerdo	En desacuerdo	Muy en desacuerdo
a.	Me siento bien en cuanto a mi persona	1	2	3	4
b.	No tengo suficiente control sobre la orientación que mi vida está tomando	1	2	3	4
c.	En mi vida, obtener éxito depende más de la buena suerte que del trabajo duro	1	2	3	4
d.	Me considero una persona que vale, e igual a todo el mundo	1	2	3	4
e.	Sé hacer las cosas tan bien como la mayoría de la gente	1	2	3	4
f.	Cada vez que trato de lograr algún progreso, algo o alguien me lo impide	1	2	3	4
g.	Mis proyectos casi nunca se logran; por eso me molesta planearlos	1	2	3	4
h.	En términos generales, estoy satisfecho(a) conmigo mismo	1	2	3	4
i.	A veces me siento inútil	1	2	3	4
j.	A veces siento que no sirvo para nada	1	2	3	4
k.	Cuando hago un proyecto me siento casi seguro de lograr mis objetivos	1	2	3	4
l.	Considero que no tengo muchos motivos para enorgullecerme	1	2	3	4
m.	El azar y la suerte son factores muy importantes en lo que me sucede en la vida	1	2	3	4

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58. **Pensando en el futuro, ¿qué posibilidades hay de que . . .**

(MARCA UNA RESPUESTA EN CADA LINEA)

		Muy pocas	**Pocas**	**Cincuenta por ciento**	**Muchas**	**Muchísimas**
a.	te gradúes de la escuela secundaria?	1	2	3	4	5
b.	vayas a la universidad?	1	2	3	4	5
c.	obtengas un empleo con un buen sueldo?	1	2	3	4	5
d.	llegues a ser dueño(a) de tu propia casa?	1	2	3	4	5
e.	obtengas un empleo que te guste?	1	2	3	4	5
f.	tu vida familiar sea feliz?	1	2	3	4	5
g.	continúes gozando de buena salud la mayor parte del tiempo?	1	2	3	4	5
h.	puedas vivir en la región del país que tú prefieras?	1	2	3	4	5
i.	seas un miembro respetado de la comunidad?	1	2	3	4	5
j.	tengas buenos amigos con quienes puedas contar?	1	2	3	4	5
k.	tu vida sea mejor que la de tus padres?	1	2	3	4	5
l.	la vida de tus hijos sea mejor que la tuya?	1	2	3	4	5

LAS PREGUNTAS SIGUIENTES SON IMPORTANTES PARA ENTENDER EL SIGNIFICADO DE TUS LAZOS PERSONALES EN LA VIDA. LA RESPUESTA A ESTAS PREGUNTAS, COMO A TODAS LAS QUE FIGURAN EN ESTE CUESTIONARIO, ES VOLUNTARIA. ESPERAMOS QUE LAS CONTESTES TODAS, PERO PUEDES PASAR POR ALTO CUALQUIERA DE ELLAS QUE PREFIERAS NO CONTESTAR.

59. ¿Cuántos de tus amigos . . .

(MARCA UNA RESPUESTA EN CADA LINEA)

	Ninguno de ellos	**Unos pocos de ellos**	**Algunos más**	**Casi todos ellos**	**Todos ellos**
a. dejaron la escuela sin graduarse?	1	2	3	4	5
b. no piensan ir a la universidad?	1	2	3	4	5
c. piensan trabajar en un empleo regular, de tiempo completo después de la secundaria?	1	2	3	4	5
d. piensan asistir a un programa de dos años en un "community college" o en una escuela técnica?	1	2	3	4	5
e. piensan asistir a la universidad por cuatro años?	1	2	3	4	5

60. Entre tus amigos más cercanos, ¿qué importancia le dan ellos a . . .

(MARCA UNA RESPUESTA EN CADA LINEA)

	No le dan mucha importancia	**Le dan algo de importancia**	**Le dan mucha importancia**
a. asistir a clases regularmente?	1	2	3
b. estudiar?	1	2	3
c. participar en deportes?	1	2	3
d. sacar buenas notas?	1	2	3
e. ser popular/apreciado por otras personas?	1	2	3
f. terminar los estudios secundarios?	1	2	3
g. tener novio/novia?	1	2	3
h. continuar su educación después de graduarse de la secundaria?	1	2	3
i. participar en actividades religiosas?	1	2	3
j. prestar servicios comunitarios o voluntarios?	1	2	3

60. **(Cont.) Entre tus amigos más cercanos, ¿qué importancia le dan ellos a . . .**

(MARCA UNA RESPUESTA EN CADA LINEA)

		No le dan mucha importancia	Le dan algo de importancia	Le dan mucha importancia
k.	tener un trabajo regular?	1	2	3
l.	reunirse con amigos?	1	2	3
m.	ir a fiestas?	1	2	3
n.	tener relaciones sexuales?	1	2	3
o.	usar drogas?	1	2	3
p.	tomar bebidas alcohólicas?	1	2	3
q.	ganar dinero?	1	2	3

61A. **¿Cuántos de tus amigos están en una pandilla o ganga?**

(MARCA UNA RESPUESTA)

Ninguno de ellos	1
Algunos de ellos	2
La mayoría de ellos	3

61B. **¿Tú estás en una pandilla o ganga?**

(MARCA UNA RESPUESTA)

Sí	1
No	2

62. **¿A qué edad esperas hacer lo siguiente?**

(MARCA UNA RESPUESTA EN CADA LINEA)

		No espero hacerlo	Ya lo he hecho	Antes de los 18	18-21	22-25	26-29	30 años o más
a.	¿Casarte?	01	02	03	04	05	06	07
b.	¿Tener tu primer hijo?	01	02	03	04	05	06	07
c.	¿Comenzar tu primer trabajo regular de tiempo completo (no de verano)?	01	02	03	04	05	06	07
d.	¿Vivir en tu propia casa o apartamento?	01	02	03	04	05	06	07
e.	¿Terminar tu educación?	01	02	03	04	05	06	07

LA RESPUESTA A LAS PREGUNTAS 63-69, COMO LA DE TODAS LAS PREGUNTAS QUE FIGURAN EN ESTE CUESTIONARIO, ES VOLUNTARIA. ESPERAMOS QUE LAS CONTESTES TODAS, PERO PUEDES PASAR POR ALTO CUALQUIERA DE ELLAS QUE PREFIERAS NO CONTESTAR. LAS PREGUNTAS SIGUIENTES SON IMPORTANTES PARA ENTENDER LA FORMA EN QUE TUS LAZOS PERSONALES SE RELACIONAN CON TUS OTRAS EXPERIENCIAS.

63. **¿Tu actual esposo(a) dejó la escuela secundaria antes de graduarse?**

(MARCA UNA RESPUESTA)

No estoy casado(a) en la actualidad 1

No, él/ella está cursando la
secundaria actualmente 2

No, él/ella se graduó de la secundaria 3

No, él/ella se graduó de la secundaria
y está asistiendo a una universidad o a una escuela
vocacional/técnica 4

Sí, él/ella dejó la secundaria antes
de graduarse 5

64. **En tu opinión, ¿qué importancia tiene para ti el estar casado(a) antes de tener relaciones sexuales?**

(MARCA UNA RESPUESTA)

No tiene ninguna importancia 1

Alguna importancia 2

Mucha importancia 3

65. **¿Considerarías la posibilidad de tener un hijo sin estar casado(a)?**

(MARCA UNA RESPUESTA)

No 1

Puede ser 2

Sí 3

No sé 4

66. **¿Tienes hijos propios?**
○

(MARCA UNA RESPUESTA)

No, no tengo . . . . 1 **(PASA A LA PREG. 70, PAG.50)**

No, pero estoy esperando uno . . . . 2 **(PASA A LA PREG. 69, PAG. 49)**

Sí, tengo . . . . 3 **(SIGUE CON LA PREG.67, PAG.49)**

67. ¿Cuáles son sus fechas de nacimiento? (ESCRIBELO A CONTINUACION)

Hijo(a) menor . . . . . . |__|__| 19 |__|__|
Mes **Año**

Hijo(a) mayor . . . . . . |__|__| 19 |__|__|
Mes **Año**

68. ¿Con qué frecuencia ayudan a cuidar a tu hijo(a) menor las siguientes personas?

(MARCA UNA RESPUESTA EN CADA LINEA)

	Nunca	**Algunas veces**	**La mayoría de las veces**
a. Tú	0	1	2
b. El otro padre/madre o padrastro/madrastra del niño(a)	0	1	2
c. Un(a) abuelo(a) del niño(a)	0	1	2
d. Otro pariente, (hermano, tío, tía, primo(a))	0	1	2
e. Un(a) amigo(a)	0	1	2
f. Un(a) vecino(a)	0	1	2
g. Un centro de cuidado infantil o pre-escolar	0	1	2
h. Un(a) niñero(a) ("babysitter"), en tu casa, o en la suya	0	1	2

69. ¿Cuál de las siguientes afirmaciones describe mejor tu relación con el padre/la madre del menor de tus hijos?

(MARCA UNA RESPUESTA)

Estamos casados y viviendo juntos	01
Estamos casados, pero no vivimos juntos	02
Estamos divorciados/separados legalmente	03
Estamos viviendo juntos pero no estamos casados	04
Salimos juntos, pero no estamos casados	05
El/ella ya falleció	06
Nos vemos de vez en cuando	07
Ya no nos vemos más	08

RESPONDER A LAS PREGUNTAS 70 A LA 75 ES VOLUNTARIO, Y ESPERAMOS QUE LO HAGAS, PERO, SI NO DESEAS CONTESTAR ALGUNA(S), PUEDES PASARLA(S) POR ALTO.

70. Generalmente, ¿cuántos cigarrillos fumas al día?

(MARCA UNA RESPUESTA)

No fumo	01
Menos de 1 al día	02
Entre 1 y 5 al día	03
Cerca de 1/2 cajetilla al día	04
Más de 1/2 cajetilla pero menos de dos al día	05
Dos o más cajetillas al día	06

A CONTINUACION TE HACEMOS ALGUNAS PREGUNTAS SOBRE EL CONSUMO DE BEBIDAS ALCOHOLICAS, INCLUYENDO LA CERVEZA, EL VINO, LOS REFRESCOS DE VINO ("WINE COOLERS") Y LOS LICORES. RESPONDER A LAS PREGUNTAS 81 A LA 85 ES VOLUNTARIO, Y ESPERAMOS QUE LO HAGAS, PERO, SI NO DESEAS CONTESTAR ALGUNA(S), PUEDES PASARLA(S) POR ALTO.

71. ¿Cuántas veces (si es que alguna) has consumido bebidas alcohólicas?

(MARCA UNA RESPUESTA EN CADA LINEA)

	0 Ocasiones	**1-2 Ocasiones**	**3-19 Ocasiones**	**20+ Ocasiones**
a. Durante toda tu vida	1	2	3	4
b. Durante los últimos 12 meses	1	2	3	4
c. Durante los últimos 30 días	1	2	3	4

72. Durante el transcurso de las ULTIMAS DOS SEMANAS, ¿cuántas veces has consumido cinco o más bebidas alcohólicas seguidas? (Una bebida alcohólica es una copa de vino, una botella de cerveza, un trago de licor o un cóctel.)

(MARCA UNA RESPUESTA)

Ninguna vez	01
Una vez	02
Dos veces	03
Entre 3 y 5 veces	04
Entre 6 y 9 veces	05
Diez o más veces	06

73. **¿Cuántas veces (si es que alguna) has fumado marihuana (yerba, palitos) o hashish?**

(MARCA UNA RESPUESTA EN CADA LINEA)

	0 Ocasiones	1-2 Ocasiones	3-19 Ocasiones	20+ Ocasiones
a. Durante toda tu vida	1	2	3	4
b. Durante los últimos doce meses	1	2	3	4
c. Durante los últimos 30 días	1	2	3	4

74. **¿Cuántas veces (si es que alguna) has consumido cocaína en cualquier forma (incluyendo "crack")?**

(MARCA UNA RESPUESTA EN CADA LINEA)

	0 Ocasiones	1-2 Ocasiones	3-19 Ocasiones	20+ Ocasiones
a. Durante toda tu vida	1	2	3	4
b. Durante los últimos 12 meses	1	2	3	4
c. Durante los últimos 30 días	1	2	3	4

75. **En el último semestre o período escolar que completaste en la escuela, ¿cuántas veces (si es que alguna), mientras te encontrabas en el área de la escuela, has estado bajo la influencia de lo siguiente:**

(MARCA UNA RESPUESTA EN CADA LINEA)

	0 Ocasiones	1-2 Ocasiones	3-19 Ocasiones	20+ Ocasiones
a. alcohol?	1	2	3	4
b. marihuana o hashish?	1	2	3	4
c. cocaína (incluyendo "crack")?	1	2	3	4

VI. TU FAMILIA

76A. ¿Cuáles de las siguientes personas viven contigo en tu mismo hogar?

(MARCA UNA RESPUESTA EN CADA LINEA)

		Sí	No
a.	Padre	1	2
b.	Padrastro	1	2
c.	Otro adulto hombre (padre de crianza, guardián, otro)	1	2
d.	Madre	1	2
e.	Madrastra	1	2
f.	Otra mujer adulta (madre de crianza, guardiana, otra)	1	2
g.	Tu esposo/esposa	1	2
h.	Tu novio/novia	1	2

76B. ¿Cuántas de las siguientes personas viven contigo en tu mismo hogar?

(MARCA UNA RESPUESTA EN CADA LINEA)

		Ninguno	Uno	Dos	Tres	Cuatro	Cinco	Seis o más
a.	Hermano(s) (incluyendo hermanos adoptados, hermanastros o medio hermanos)	00	01	02	03	04	05	06
b.	Hermana(s) (incluyendo hermanas adoptadas, hermanastras o medio hermanas)	00	01	02	03	04	05	06
c.	Tu hijo(a) o hijos	00	01	02	03	04	05	06
d.	Abuelo(a) o abuelos	00	01	02	03	04	05	06
e.	Otro(s) pariente(s) (de menos de 18 años)	00	01	02	03	04	05	06
f.	Otro(s) pariente(s) (de más de 18 años)	00	01	02	03	04	05	06
g.	Otro(s) no pariente(s) (de menos de 18 años)	00	01	02	03	04	05	06
h.	Otro(s) no pariente(s) (de más de 18 años)	00	01	02	03	04	05	06

77. ¿Trabajas cuidando bebés o cuidas a tu propio niño(a), o a hermanos menores, o a otros niños de tu familia menores que tú?

(MARCA UNA RESPUESTA)

Sí	1	(SIGUE CON LA PREG.78)
No	2	(PASA A LA PREG.80, PAG.54)

78. ¿Aproximadamente cuántas horas *cada día* eres la persona responsable de su cuidado?

(MARCA UNA RESPUESTA)

Menos de 1 hora	01
1 hora o más, menos de 3 horas	02
3 horas o más, menos de 5 horas	03
5 horas o más, menos de 7 horas	04
7 horas o más, menos de 10 horas	05
10 horas o más al día	06

79. Durante tu último año escolar, ¿cuántas veces faltaste a la escuela en un mes típico porque tuviste que cuidar a tu propio hijo(a), o a hermanos menores, o a otros niños de tu familia menores que tú?

○

(MARCA UNA RESPUESTA)

Ninguno	0
1-2 días	1
3-6 días	2
7-9 días	3
10 días o más	4

80. **En las familias suelen ocurrir muchas cosas que afectan a los jóvenes. En los**
○ **últimos dos años, ¿ha ocurrido en tu familia alguna de las siguientes cosas?**

(MARCA UNA RESPUESTA EN CADA LINEA)

		Sí	No
a.	Mi familia se mudó a una casa nueva	1	2
b.	Mis padre se divorciaron o se separaron	1	2
c.	Uno de mis padres se casó o se volvió a casar	1	2
d.	Uno de mis padres perdió su trabajo	1	2
e.	Uno de mis padres comenzó a trabajar	1	2
f.	Uno de mis padres consiguió un mejor trabajo	1	2
g.	Estuve enfermo(a) de gravedad o quedé incapacitado(a)	1	2
h.	Uno de mis padres falleció	1	2
i.	Un pariente cercano falleció	1	2
j.	Una de mis hermanas solteras quedó embarazada	1	2
k.	Uno de mis hermanos o hermanas abandonó los estudios	1	2
l.	Mi familia comenzó a recibir asistencia pública	1	2
m.	Mi familia dejó de recibir asistencia pública	1	2
n.	Uno de mis familiares enfermó de gravedad o quedó incapacitado	1	2
o.	Un miembro de mi familia usó drogas ilegales	1	2
p.	Un miembro de mi familia participó en un programa para rehabilitación de drogadictos o alcohólicos	1	2
q.	Un miembro de mi familia fue víctima de un crimen	1	2

RESPONDE A LAS PREGUNTAS 81 Y 82 SOLAMENTE SI EN LA ACTUALIDAD ESTAS VIVIENDO CON TU PADRE O GUARDIAN. EN ESTAS PREGUNTAS, DONDE DICE "GUARDIAN(ES)" SE INCLUYE TAMBIEN A PADRES "FOSTER" O DE CRIANZA, GUARDIANES O TUTORES LEGALES, O CUALQUIER OTRO ADULTO MAYOR QUE VIVA EN TU CASA, TAL COMO ALGUN ABUELO, Y QUE SEA RESPONSABLE POR TI.

81. **¿Quién de tu familia toma la mayoría de las siguientes decisiones?**

(MARCA UNA RESPUESTA EN CADA LINEA)

	Mis padres o guardianes lo deciden por su cuenta	**Mis padres/ guardianes deciden después de consultar conmigo**	**Decidimos juntos después de conversar**	**Lo decido yo después de conversar con mis padres/ guardianes**	**Lo decido yo por mi cuenta**
a. La hora en que debes regresar a casa por la noche	1	2	3	4	5
b. Cuándo puedes usar el automóvil	1	2	3	4	5
c. Si puedes tener un trabajo	1	2	3	4	5
d. Cómo gastas el dinero	1	2	3	4	5
e. Si puedes consumir bebidas alcohólicas en presencia de ellos	1	2	3	4	5
f. Si puedes consumir bebidas alcohólicas en fiestas/reuniones sin ellos estar presentes	1	2	3	4	5
g. Si se te deben retirar los privilegios porque consumiste alcohol o drogas	1	2	3	4	5
h. Si debes ir a la universidad o a una escuela técnica/ vocacional	1	2	3	4	5

82. ¿Qué tan cierta es cada una de las siguientes afirmaciones con respecto a ti y a tus padres o guardianes?

(MARCA UNA RESPUESTA EN CADA LINEA)

		Falsa	**Generalmente falsa**	**Más falsa que cierta**	**Más cierta que falsa**	**Generalmente cierta**	**Cierta**
a.	Mis padres/guardianes confían en que yo haga lo que ellos esperan de mí sin tener que vigilarme	01	02	03	04	05	06
b.	A menudo no sé POR QUE debo hacer lo que mis padres/guardianes me dicen que haga	01	02	03	04	05	06
c.	A menudo dependo de mis padres/guardianes para que resuelvan muchos de mis problemas	01	02	03	04	05	06
d.	Me parece que mis padres/guardianes tendrán motivo para enorgullecerse de mí en el futuro	01	02	03	04	05	06
e.	Mis padres/guardianes se llevan bien	01	02	03	04	05	06
f.	Cuando yo crezca y tenga mi propia familia será una familia semejante a la de mis padres	01	02	03	04	05	06

83. Durante el transcurso de los últimos dos años, ¿te has escapado de tu casa por espacio de una semana, o por más tiempo?

(MARCA UNA RESPUESTA)

Sí	1
No	2

84. ¿Qué edad tenías la primera vez en que te quedaste solo(a) en tu casa durante una semana o más sin ningún adulto? (Si nunca te quedaste solo(a) por una semana o más, marca el "1" a continuación). (ESCRIBELA EN NUMEROS A CONTINUACION).

Edad |___|___|

Nunca me han dejado solo por una semana o más	01

85. ¿Cuántas veces te has mudado de casa desde el 1 de Enero de 1988?

(MARCA UNA RESPUESTA)

Ninguna	1
1 vez	2
2 veces	3
3 o más veces	4

86. ¿Cuántas veces has cambiado de escuela desde el 1 de enero de 1988? NO cuentes los cambios ocasionados por pasar de grado o porque pasaste del edificio de una escuela intermedia al edificio de una escuela secundaria o superior en el mismo distrito.

(MARCA UNA RESPUESTA)

Ninguna	1
1 vez	2
2 veces	3
3 o más veces	4

NOTA: Las dos preguntas siguientes se refieren al derecho fundamental de la libertad de expresión. Tus respuestas nos ayudarán a interpretar los resultados de la encuesta. Nos gustaría que respondieras a ambas preguntas, pero puedes dejarlas en blanco.

87. ¿Te consideras una persona religiosa?

(MARCA UNA RESPUESTA)

Sí, muy religiosa	1
Sí, hasta cierto punto	2
No, en lo más mínimo	3

88. En el transcurso del último año, ¿con qué frecuencia has asistido a servicios religiosos?

(MARCA UNA RESPUESTA)

Más de una vez por semana	01
Cerca de una vez por semana	02
Dos o tres veces al mes	03
Cerca de una vez al mes	04
Varias veces al año o menos	05
Nunca	06

VII. USO DE IDIOMAS

89. ○ **¿Es el inglés tu idioma materno (el primer idioma que aprendiste a hablar de pequeño/a)?**

(MARCA UNA RESPUESTA)

Sí . . . . 1 --> **PASA A LA PAGINA 62**
No . . . . 2 --> **SIGUE CON LA PREGUNTA 90**

90. **¿Con qué frecuencia empleas tu idioma materno con ...**
(SI ALGUN EJEMPLO NO CORRESPONDE A TU PERSONA, POR FAVOR MARCA "No corresponde")

(MARCA UNA RESPUESTA EN CADA LINEA)

		Siempre o la mayoría de las veces	Alrededor de la mitad de las veces	Algunas veces	Nunca	No corresponde
a.	tu mamá?	01	02	03	04	05
b.	tu papá?	01	02	03	04	05
c.	tus hermanos y hermanas?	01	02	03	04	05
d.	tus amistades?	01	02	03	04	05
e.	tu esposo(a)?	01	02	03	04	05

91. ○ **¿Qué tan bien...**

(MARCA UNA RESPUESTA EN CADA LINEA)

		Muy bien	Bien	Regular	Mal No puedo hacerlo
a.	comprendes el inglés hablado?	1	2	3	4
b.	hablas en inglés?	1	2	3	4
c.	lees en inglés?	1	2	3	4
d.	escribes en inglés?	1	2	3	4

92A. **Cuando estabas en la escuela, ¿recibiste alguna ayuda especial en la escuela para aprender a leer, escribir o hablar en inglés?**

(MARCA UNA RESPUESTA)

Sí	1	**SIGUE CON LA PREGUNTA 92B**
No	2	**PASA A LA PREGUNTA 93**

92B. **¿Recibiste esta ayuda especial en forma de ...**

(MARCA UNA RESPUESTA EN CADA LINEA)

	Sí	**No**
a. enseñanza individual?	1	2
b. un pequeño grupo?	1	2
c. un grupo grande, aparte de tu clase regular?	1	2
d. inglés como segundo idioma (ESL)?	1	2
e. instrucción bilingüe?	1	2

92C. **¿Hasta qué punto han mejorado tus conocimientos del idioma inglés en las siguientes áreas por haber participado en clases o actividades especiales?**

(MARCA UNA RESPUESTA EN CADA LINEA)

	Nada	**Un poco**	**Mucho**
a. Comprender el inglés hablado	1	2	3
b. Hablar en inglés	1	2	3
c. Leer en inglés	1	2	3
d. Escribir en inglés	1	2	3

93. **Si piensas en la última vez en que dejaste los estudios secundarios, ¿crees que hubieras podido seguir estudiando si tu conocimiento del idioma inglés hubiera sido mejor?**

(MARCA UNA RESPUESTA)

Sí	1
No	2

94. **¿Hasta qué punto piensas que tu nivel de comprensión del idioma inglés te causaría dificultades en las situaciones siguientes?**

(MARCA UNA RESPUESTA EN CADA LINEA)

	Ninguna dificultad	**Un poco de dificultad**	**Mucha**
dificultad			
a. Para sacar buenas notas en la escuela secundaria o superior	1	2	3
b. Para que te den un trabajo que realmente quieras	1	2	3
c. Para obtener un salario más alto en un trabajo	1	2	3
d. Para presentar una solicitud a una universidad de 4 años	1	2	3
e. Para presentar una solicitud a un "community/junior college" de dos años	1	2	3
f. Para presentar una solicitud a una escuela vocacional, técnica, de comercio o negocios	1	2	3
g. Para ser aceptado(a) a una universidad de cuatro años	1	2	3
h. Para ser aceptado(a) a un "community/junior college" de dos años	1	2	3
i. Para ser aceptado(a) a una escuela vocacional, técnica, de comercio o negocios	1	2	3
j. Para sacar buenas notas en la universidad	1	2	3
k. Para sacar buenas notas/calificaciones en una escuela vocacional, técnica, de comercio o negocios	1	2	3

FORMULARIO DE AUTORIZACION

Este formulario solicita tu autorización firmada para que la última escuela a la que asististe nos entregue una copia de tu certificado de calificaciones de la escuela secundaria o superior. Esta información será utilizada únicamente para los propósitos de esta encuesta. Deseamos agradecerte de antemano tu ayuda y cooperación.

INFORMACION SOBRE TU HISTORIAL EDUCATIVO

Por favor entreguen a NELS:88 SEGUNDO ESTUDIO COMPLEMENTARIO una copia de mi certificado de calificaciones. La información deberá incluir mi puntaje en pruebas estándar ("standard test scores"), mis promedios de calificaciones ("grade point averages") y mis registros de asistencia.

ESCRIBE TU NOMBRE EN
LETRA DE IMPRENTA____

Dirección____

Ciudad/Estado/
Código postal (ZIP)_______________________________________

____
Firma

GRACIAS POR TU COOPERACION

Appendix M

Spanish-language Version of the Second Follow-Up New Student Supplement

NORC - 4521
Form Approved
OMB No. 1850-0652
App. Exp.: 7/92

ESTUDIO NACIONAL LONGITUDINAL DE

EDUCACION DE 1988

SEGUNDA CONTINUACION

SUPLEMENTO PARA ESTUDIANTES NUEVOS

Preparado para el Centro Nacional de Estadísticas de la Educación
del Departamento de Educación de los E.E.U.U.

Por el Centro Nacional de Investigaciones de Opinión (NORC),
Un Centro de Investigación en Ciencias Sociales
en la Universidad de Chicago

UTILIZACION DE LOS DATOS

Los datos obtenidos mediante esta encuesta serán utilizados por educadores y planificadores a nivel federal y estatal en el análisis de ciertas cuestiones importantes que interesan a las escuelas nacionales, tales como las normas educativas, los procedimientos de seguimiento de los cursos de estudios, el abandono de los estudios, la educación de grupos marginados, las necesidades de ciertos estudiantes pertenecientes a grupos lingüísticos minoritarios, los incentivos destinados a despertar interés en el estudio de las ciencias y las matemáticas y los rasgos que caracterizan a aquellas escuelas que se destacan por su eficacia.

CONFIDENCIALIDAD

La política del Centro Nacional de Estadísticas de la Educación le exige al Centro proteger la confidencialidad de la información proporcionada por las personas que participan voluntariamente en nuestros estudios. Queremos que sepas que:

1. La Sección 406 de la Ley sobre Disposiciones Educativas (20-USC 1221e-1) y la Ley Pública 100-297 nos autorizan a hacerte las preguntas que figuran en este cuestionario.

2. El propósito de estas preguntas es obtener información sobre las experiencias que viven los estudiantes durante sus estudios secundarios y mientras deciden a qué actividades desean dedicarse una vez que los terminen.

3. Puedes dejar sin responder cualquier pregunta que prefieras no contestar; sin embargo, esperamos que contestes tantas preguntas como sea posible.

4. Tus respuestas serán combinadas con las de otros estudiantes, y nunca serán identificadas como tuyas.

El propósito de este estudio es obtener información para mejorar la comprensión por parte de los profesores y de los educadores sobre las diversas experiencias que atraviesan los estudiantes de escuela secundaria.

Este cuestionario no es una prueba. El Centro necesita tus respuestas, y por eso confía en que contestarás cada pregunta honestamente. Puedes dejar sin responder cualquier pregunta que prefieras no contestar.

El tiempo que lleva participar en la presente recolección de datos ha sido estimado en un promedio de tres horas (180 minutos), incluyendo una hora para contestar el cuestionario, hora y media para el Test Cognitivo y un máximo de media hora para la distribución de materiales y el suministro de instrucciones. Por favor, dirige tus comentarios relacionados con esta recolección de datos, o con cualquiera de sus aspectos a:
U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651 y a Office of Management and Budget, Paperwork Reduction Project, Washington, D.C. 20503.

INSTRUCCIONES GENERALES

POR FAVOR LEE CADA PREGUNTA CUIDADOSAMENTE.

Es importante que sigas las instrucciones suministradas para contestar cada tipo de pregunta. Las instrucciones son las siguientes:

A. (MARCA UNA RESPUESTA)

¿De qué color tienes los ojos?

(MARCA UNA RESPUESTA)

Pardos/Café	1
Azules	2
Verdes	3
Otro color	4

Si tienes ojos verdes, marca el número 3 con un círculo, como se indica.

B. (MARCA UNA RESPUESTA EN CADA LINEA)

¿Piensas hacer alguna de las siguientes actividades la próxima semana?

(MARCA UNA RESPUESTA EN CADA LINEA)

	Sí	**No estoy seguro**	**No**
a. Alquilar un video	1	2	3
b. Ir a un partido de béisbol	1	2	3
c. Estudiar en casa de un amigo	1	2	3

Si no piensas alquilar un video, ni estás seguro(a) de ir a un partido de béisbol la semana próxima, pero piensas estudiar en casa de un(a) amigo(a), debes marcar una respuesta en cada línea, como se indica.

C. (MARCA TODAS LAS RESPUESTAS QUE CORRESPONDAN)

¿Participaste en alguna de las siguientes actividades la semana pasada?

(MARCA TODAS LAS RESPUESTAS QUE CORRESPONDAN)

Ví una representación teatral	1
Fui al cine	1
Fui a un ver un evento deportivo	1

Si fuiste al cine y a un evento deportivo la semana pasada, marca con un círculo los dos números que corresponden..

D. (PREGUNTA CON INSTRUCCION DE PASAR A OTRA)

a. ¿Comes dulces?

(MARCA UNA RESPUESTA)

No	1	--	**Pasa a c**
Sí	2	--	**Sigue con la b**

b. ¿Siempre te cepillas los dientes después que comes dulces?

(MARCA UNA RESPUESTA)

No	1
Sí	2

c. ¿Participaste en alguna de las siguientes actividades la semana pasada?

(MARCA TODAS LAS RESPUESTAS QUE CORRESPONDAN)

Ví una representación teatral	1
Fuí al cine	1
Fuí a ver un evento deportivo	1

A continuación solicitamos algunos datos generales acerca de tí y de tus padres o guardianes:

1. **Escribe tu nombre en letra de imprenta.**
○

NOMBRE:

________________ ______________________________
Apellido Nombres

2. **Sexo**
○

(MARCA UNA RESPUESTA)

Masculino	1
Femenino	2

3. **¿Cuándo naciste?**
○

|___|___| **Mes** |___|___| **Día**   **19** |___|___| **Año**

SIEMPRE QUE EL CUESTIONARIO SE REFIERA A TUS PADRES, A TU MADRE O A TU PADRE, CONTESTA LA PREGUNTA CON RESPECTO AL PADRE, LA MADRE, EL TUTOR O LA TUTORA, EL PADRASTRO O LA MADRASTRA CON QUIEN VIVES LA MAYOR PARTE DEL TIEMPO.

4. **¿Actualmente, tu madre, madrastra o guardiana está trabajando, desempleada, jubilada o incapacitada?**

(MARCA UNA RESPUESTA)

Actualmente trabajando	1	
Desempleada	2	**SIGUE CON LA PREG.5, PAG.2**
Jubilada	3	
Incapacitada	4	
Mi madre falleció	5	**PASA A LA PREG.6, PAG.3**
No tengo ni madrastra ni guardiana	6	**PASA A LA PREG.6, PAG.3**

5. **¿A cuál de las siguientes categorías corresponde mejor el trabajo actual de tu madre (madrastra o guardiana)?**

Si ella está *desempleada, jubilada o incapacitada*, elige la respuesta que mejor describa su trabajo más reciente.

Además, si tu madre tiene *más de un empleo,* por favor contesta las preguntas con respecto al empleo que consideras su principal actividad.

(MARCA UNA RESPUESTA)

AGRICULTORA, ADMINISTRADORA AGRICOLA	01
CUIDADO DEL HOGAR (sin otro trabajo)	02
OBRERA, como obrera de construcción, lavadora de automóviles, recolectora de basura, obrera agrícola	03
GERENTE, ADMINISTRADORA, como gerente de ventas, de oficina, administradora de escuela, jefa de compras al por menor o minorista, gerente de restaurante, administradora pública	04
MILITAR, como oficial de carrera o persona subalterna en las Fuerzas Armadas	05
OFICINISTA, tal como procesadora de datos, cajera de banco, tenedora de libros, secretaria, procesadora de palabras, cartera, taquillera	06
OPERARIA de máquinas o herramientas (incluyendo equipo de construcción), como cortadora de carne, ensambladora, soldadora, chofer de taxi/autobús/camión	07
DUEÑA, como de un negocio pequeño, de restaurante o contratista	08
PROFESIONAL, como contadora, enfermera diplomada, ingeniera, banquera, bibliotecaria, escritora, trabajadora social, actriz, atleta, artista, política, pero sin incluir maestra de escuela	09
PROFESIONAL, como ministro/pastor de iglesia/sacerdote, dentista, médica, abogada, científica, profesora universitaria	10
SERVICIOS DE PROTECCION, como oficial de policía, bombera, detective, alguacil/sheriff, guardia de seguridad	11
VENTAS, como representante de ventas, agente publicitario o de seguros, corredora de bienes raíces	12
MAESTRA DE ESCUELA, como de escuela primaria, media, o secundaria, pero no profesora universitaria	13
SERVICIOS, como peluquera/barbera, enfermera práctica, cuidadora de niños, camarera o moza, empleada doméstica, conserje	14
TECNICA, como programadora de computadoras, técnica médica o dental, dibujante técnica	15
OFICIOS, como panadera/pastelera, mecánica de automóviles, pintora de casas, plomera, instaladora de teléfonos/cable, carpintera	16
OTRO EMPLEO (ESCRIBE CUAL ABAJO)	17

6. **¿Actualmente, tu padre, padrastro o guardián está trabajando, desempleado, jubilado o incapacitado?**

(MARCA UNA RESPUESTA)

Actualmente trabajando	1	
Desempleado	2	**SIGUE CON LA PREG.7, PAG.4**
Jubilado	3	
Incapacitado	4	
Mi padre falleció	5	**PASA A LA PREG.8, PAG.5**
No tengo ni padrastro ni guardián	6	**PASA A LA PREG.8, PAG.5**

7. **¿A cuál de las siguientes categorías corresponde mejor el trabajo actual de tu padre (padrastro o guardián)?**

Si él está *desempleado, jubilado o incapacitado*, elige la respuesta que mejor describa su trabajo más reciente.

Además, si tu padre tiene *más de un empleo*, por favor contesta las preguntas con respecto al empleo que consideras su principal actividad.

(MARCA UNA RESPUESTA)

AGRICULTORA, ADMINISTRADORA AGRICOLA	01
CUIDADO DEL HOGAR (sin otro trabajo)	02
OBRERA, como obrera de construcción, lavadora de automóviles, recolectora de basura, obrera agrícola	03
GERENTE, ADMINISTRADORA, como gerente de ventas, de oficina, administradora de escuela, jefa de compras al por menor o minorista, gerente de restaurante, administradora pública	04
MILITAR, como oficial de carrera o persona subalterna en las Fuerzas Armadas	05
OFICINISTA, tal como procesadora de datos, cajera de banco, tenedora de libros, secretaria, procesadora de palabras, cartera, taquillera	06
OPERARIA de máquinas o herramientas (incluyendo equipo de construcción), como cortadora de carne, ensambladora, soldadora, chofer de taxi/autobús/camión	07
DUEÑA, como de un negocio pequeño, de restaurante o contratista	08
PROFESIONAL, como contadora, enfermera diplomada, ingeniera, banquera, bibliotecaria, escritora, trabajadora social, actriz, atleta, artista, política, pero sin incluir maestra de escuela	09
PROFESIONAL, como ministro/pastor de iglesia/sacerdote, dentista, médica, abogada, científica, profesora universitaria	10
SERVICIOS DE PROTECCION, como oficial de policía, bombera, detective, alguacil/sheriff, guardia de seguridad	11
VENTAS, como representante de ventas, agente publicitario o de seguros, corredora de bienes raíces	12
MAESTRA DE ESCUELA, como de escuela primaria, media, o secundaria, pero no profesora universitaria	13
SERVICIOS, como peluquera/barbera, enfermera práctica, cuidadora de niños, camarera o moza, empleada doméstica, conserje	14
TECNICA, como programadora de computadoras, técnica médica o dental, dibujante técnica	15
OFICIOS, como panadera/pastelera, mecánica de automóviles, pintora de casas, plomera, instaladora de teléfonos/cable, carpintera	16
OTRO EMPLEO (ESCRIBE CUAL ABAJO)	17

____

8. **¿Hasta qué grado cursaron estudios tus padres?**
o

EN CADA COLUMNA, MARCA EL NUMERO MAS ALTO QUE CORRESPONDA

	A. **Padre (o guardián)**	**B.** **Madre (o guardiana)**
No se graduó de la escuela secundaria	01	01
Solamente graduado de escuela secundaria, GED o equivalente	02	02
ESCUELA VOCACIONAL, DE COMERCIO O NEGOCIOS DESPUES DE LA SECUNDARIA		
Menos de dos años de estudios	03	03
Dos años de estudios o más	04	04
PROGRAMA UNIVERSITARIO (DE "COLLEGE")		
Menos de dos años de universidad	05	05
Dos años o más de universidad (incluyendo título de dos años)	06	06
"College" completo (título de cuatro o cinco años)	07	07
ESCUELA PROFESIONAL O DE POSGRADO		
Maestría o su equivalente	08	08
Ph.D., M.D., u otro título profesional	09	09
No sé	10	10

9. **¿Cuántos hermanos y hermanas *mayores* tienes (incluyendo los adoptivos, hermanastros y medio-hermanos)?**

(ESCRIBE EL NUMERO EN LOS CASILLEROS)

|__|__| hermano(s)

|__|__| hermana(s)

10. **¿Cuántos hermanos y hermanas *menores* tienes (incluyendo los adoptivos, hermanastros y medio-hermanos)?**

(ESCRIBE EL NUMERO EN LOS CASILLEROS)

|__|__| hermano(s)

|__|__| hermana(s)

11. ¿Cuántos de tus hermanos y hermanas (incluyendo los adoptivos, hermanastros y medio hermanos) abandonaron la escuela secundaria sin graduarse?

(MARCA UNA RESPUESTA)

No tengo hermanos ni hermanas	1
Todavía ninguno está en la escuela secundaria	2
Ninguno ha abandonado la escuela	3
Uno abandonó la escuela	4
Dos o más abandonaron la escuela	5

12. ¿Cuáles de los siguientes artículos o comodidades tiene tu familia en tu hogar?

(MARCA UNA RESPUESTA EN CADA LINEA)

		No Tiene	**Tiene**
a.	Un lugar fijo para estudiar	1	2
b.	Un periódico diario	1	2
c.	Una revista que se recibe regularmente	1	2
d.	Una enciclopedia	1	2
e.	Un atlas	1	2
f.	Un diccionario	1	2
g.	Una máquina de escribir	1	2
h.	Una computadora	1	2
i.	Una lavadora de platos eléctrica	1	2
j.	Una secadora de ropa	1	2
k.	Una lavadora de ropa	1	2
l.	Un horno de microondas	1	2
m.	Más de 50 libros	1	2
n.	Una grabadora de video	1	2
o.	Una calculadora de bolsillo	1	2
p.	Tu propio dormitorio	1	2

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13. **Durante el período de primavera del año escolar 1989-90, ¿estabas...**

o

(MARCA UNA RESPUESTA EN CADA LINEA)

		No	Sí
a.	en el décimo grado?	1	2
b.	viviendo en los Estados Unidos?	1	2

14. **Durante el período de primavera del año escolar 1987-88, ¿estabas...**

o

(MARCA UNA RESPUESTA EN CADA LINEA)

		No	Sí
a.	en el octavo grado?	1	2
b.	viviendo en los Estados Unidos	1	2

15. **¿Cuál de los siguientes tipos de escuela, describe mejor la(s) escuela(s) a la(s) que ibas cuando estabas en octavo y en décimo grado?**

o

(MARCA UNA RESPUESTA EN CADA COLUMNA)

	Octavo Grado	**Décimo Grado**
Pública	1	1
Privada religiosa	2	2
Privada no religiosa	3	3
No sé	4	4

16. **¿Has tenido que repetir algún grado en la escuela?**
o

(MARCA UNA RESPUESTA)

No	1
Sí, repetí el(los) grado(s):	2

GRADO(S) REPETIDOS:

(MARCA TODAS LAS RESPUESTAS QUE CORRESPONDAN)

a.	Kindergarten/Jardín de niños	1
b.	Primer grado	1
c.	Segundo grado	1
d.	Tercer grado	1
e.	Cuarto grado	1
f.	Quinto grado	1
g.	Sexto grado	1
h.	Séptimo grado	1
i.	Octavo grado	1
j.	Noveno grado	1
k.	Décimo grado	1
l.	11vo grado	1
m.	12vo grado	1

A continuación solicitamos alguna información de carácter general.

17. **¿Cuál de las siguientes descripciones se aplica a tí con mayor exactitud?**
○

(MARCA UNA RESPUESTA)

Asiático u oriundo de las islas del Pacífico	1	**(SIGUE CON LA PREG.18)**
Hispano de cualquier raza	2	**(PASA A LA PREG.19, PAG.10)**
Negro, pero no de origen hispano	3	**(PASA A LA PREG.20, PAG.10)**
Blanco, pero no de origen hispano	4	**(PASA A LA PREG.20, PAG.10)**
Indio americano o nativo de Alaska	5	**(PASA A LA PREG.20, PAG.10)**

18. **¿Cuál de los siguientes adjetivos describe mejor tu origen?**
○

ASIATICO U ORIUNDO DE LAS ISLAS DEL PACIFICO

(MARCA UNA RESPUESTA)

Chino	01	**(PASA A LA PREG.20 PAG.10)**
Filipino	02	
Japonés	03	
Coreano	04	
Del sudeste de Asia (vietnamita, laosiano, camboyano/de Kampuchea, tailandés, etc.)	05	
De las islas del Pacíficio (de Samoa, Guam, etc.)	06	
Del sur de Asia (indio asiático, paquistaní, etc.)	07	
De otras regiones de Asia	08	

19. **¿Cuál de los siguientes adjetivos describe mejor tu origen?**
○

HISPANO **(MARCA UNA RESPUESTA)**

Mexicano, mexicano-americano, chicano	1
Cubano	2
Puertorriqueño	3
Dominicano	4
Ecuatoriano	5
Salvadoreño	6
Colombiano	7
De otro origen hispano	8

20. **¿Cuál es tu idioma nativo (el primer idioma que aprendiste a hablar de niño)?**
○

(MARCA UNA RESPUESTA)

Inglés	00	**—> PASA A LA PREG.22, PAG.11**
Español	01	
Un idioma chino	02	
Japonés	03	
Coreano	04	
Un idioma filipino	05	
Italiano	06	
Francés	07	
Alemán	08	
Griego	09	
Polaco	10	
Portugués	11	
Vietnamita	12	
Camboyano	13	
Otro **(ESCRIBE CUAL ABAJO)**	14	

____

21. ¿Qué tal haces lo siguiente?

(MARCA UNA RESPUESTA EN CADA LINEA)

	Muy bien	Bien	No bien	En absoluto
a. Comprender tu idioma nativo	1	2	3	4
b. Hablar tu idioma nativo	1	2	3	4
c. Leer tu idioma nativo	1	2	3	4
d. Escribir tu idioma nativo	1	2	3	4

22. ¿Cuál es tu origen religioso?

(MARCA UNA RESPUESTA)

Bautista	01
Metodista	02
Luterano	03
Presbiteriano	04
Episcopal	05
Pentecostal	06
Protestante de otra denominación	07
Católico romano	08
Ortodoxo	09
Mormón	10
Cristiano de otra denominación	11
Judío	12
Mahometano o Musulmán	13
De alguna religión oriental (budista, hindú, taoísta)	14
Otra religión	15
Ninguna	16

GRACIAS POR TU COOPERACION

Appendix N

Spanish-language Version of the Second Follow-Up Parent Questionnaire

OMB
NORC 4525
Form Approved
OMB No. 1850-0652
App. Exp.: 7/10/92

CONFIDENCIAL

ESTUDIO LONGITUDINAL DE LA EDUCACION NACIONAL DE 1988

SEGUNDA CONTINUACION

CUESTIONARIO PARA PADRES

Preparado para el Centro Nacional de Estadísticas de la
Educación del Departamento de Educación de los E.E.U.U.

Por el Centro Nacional de Investigaciones de Opinión (NORC)
Un Centro de Investigación en Ciencias Sociales
en la Universidad de Chicago

UTILIZACION DE LOS DATOS

Las normas del Centro Nacional de Estadísticas de la Educación exigen que se proteja la confidencialidad de las personas que participan voluntariamente en nuestros estudios. Deseamos que Ud. sepa que:

1. La sección 406 de la Ley sobre Disposiciones Educativas Generales (20-USC 1221e-1) nos autoriza a hacerle las preguntas que figuran en este cuestionario.
2. Ud. puede dejar sin responder cualquier pregunta que prefiera no contestar.
3. El propósito de estas preguntas es obtener información sobre las experiencias que viven los estudiantes cuando terminan la escuela secundaria/superior y toman decisiones relacionadas con el empleo y la educación después de la escuela secundaria/superior.
4. Sus respuestas se combinarán con las de otros entrevistados y nunca serán identificadas como suyas.

Se ha calculado que participar en la presente recolección de datos toma 40 minutos en promedio. Por favor dirija sus comentarios relacionados con esta recolección de datos, o con cualquiera de sus aspectos, a: U.S. Department of Education, Information Management and Compliance Division, Washington, D.C., 20202-4561 y a la Office of Management and Budget, Paperwork Reduction Project, Washington, D.C. 20503.

Los datos de este cuestionario serán utilizados por educadores y planificadores a nivel federal y estatal a fin de abordar los importantes problemas que confrontan las escuelas de la nación: normas de la educación, información actualizada sobre el desempeño en los programas de estudios, abandono de los estudios, educación de las personas desaventajadas, necesidades de los estudiantes pertenecientes a minorías lingüísticas, incentivos para atraer estudiantes hacia el estudio de las ciencias y las matemáticas, así como las características de las escuelas efectivas.

En la cubierta de este cuestionario encontrará el nombre de un muchacho(a). Por favor verifique la cubierta para cerciorarse de que ese nombre corresponde al del muchacho(a) por el cual Ud. o su esposo(a) o compañero(a) son responsables. El cuestionario deberá ser completado por el padre o guardián que más sabe acerca de la situación escolar y los planes de educación actuales del estudiante. Si Ud. es la persona indicada, por favor llene el cuestionario y envíelo de regreso en el sobre con franqueo pagado que le proporcionamos. Si ni Ud. ni su esposo(a) o compañero(a) son las personas indicadas, por favor llame "collect" (por cobrar) a Terry Burke al teléfono 1-800-726-7202, a fin de determinar la mejor manera de hacer llegar este cuestionario a la persona indicada para que así ésta pueda llenarlo.

POR FAVOR LEA CADA PREGUNTA CUIDADOSAMENTE.

Es importante que siga las instrucciones para responder a cada tipo de pregunta. Estas instrucciones son las siguientes:

A. (MARQUE UNA RESPUESTA)

¿De qué color tiene los ojos?

(MARQUE UNA RESPUESTA)

Pardos/Café	1
Azules	2
Verdes	3
Otro color	4

Si tiene los ojos verdes, marque el número 3 con un círculo, como se indica.

B. (MARQUE UNA RESPUESTA EN CADA LINEA)

¿Piensa hacer alguna de las siguientes actividades la próxima semana?

(MARQUE UNA RESPUESTA EN CADA LINEA)

	No	**Sí**	**No estoy seguro**
a. Alquilar un video	1	2	3
b. Ir a un partido de béisbol	1	2	3
c. Cenar en casa de un amigo	1	2	3

Si no piensa alquilar un video, ni está seguro de que irá a un partido de béisbol la próxima semana, pero piensa ir a cenar a casa de un amigo, deberá marcar con un círculo una respuesta en cada línea, como se indica.

C. (PREGUNTAS CON INSTRUCCION DE PASAR A OTRA)

a. ¿Alguna vez come chocolate?

(MARQUE UNA RESPUESTA)

No . . . . 1 -- **Pase a c**
Sí . . . . 2 -- **Siga con b**

b. ¿Siempre se lava los dientes después de comer chocolate?

(MARQUE UNA RESPUESTA)

No 1
Sí 2

c. ¿Participó en alguna de las siguientes actividades la semana pasada?

(MARQUE UNA RESPUESTA)

Vio una representación teatral 1
Fue al cine 1
Asistió a un evento deportivo 1

IMPORTANTE: POR FAVOR LEA CUIDADOSAMENTE ANTES DE COMENZAR A LLENAR EL CUESTIONARIO.

Es importante que sepamos quiénes son las personas consideradas como los padres o guardianes de los muchachos(as) en este estudio. Por este motivo, en reiteradas ocasiones le pedimos que nos informe sobre su **"ESPOSO(A)/COMPAÑERO(A)"**. Cada vez que en este cuestionario le preguntemos por su **ESPOSO(A)/COMPAÑERO(A)**, nos referimos a:

1. El padre o la madre biológicos o adoptivos, al padrastro o la madrastra, o al padre o la madre de crianza del muchacho(a) cuyo nombre aparece en la cubierta de este cuestionario, con quien Ud. vive en la actualidad.

O

2. La persona con quién está Ud. casado(a) o con la que vive en una relación similar al matrimonio, aun cuando él o ella no sea uno de los padres de su muchacho(a).

O

3. Otro adulto con quien Ud. comparte la responsabilidad hacia su muchacho(a)

4. Si ninguna de las tres afirmaciones anteriores corresponde a su situación actual, por favor indique **NO CORRESPONDE** en aquellas preguntas en que se le pide información sobre su **ESPOSO(A)/COMPAÑERO(A).**

PARTE 1. SUS ANTECEDENTES FAMILIARES

1. **¿Qué tipo de relación tienen Ud. y su esposo(a)/compañero(a) con el muchacho(a) cuyo nombre aparece en la cubierta?**

(MARQUE UN NUMERO EN CADA COLUMNA)

	Ud.	**Su esposo(a)/ compañero(a)**
Madre	01	01
Padre	02	02
Madrastra	03	03
Padrastro	04	04
Abuela	05	05
Abuelo	06	06
Otra pariente	07	07
Otro pariente	08	08
Otra mujer adulta (como por ejemplo una guardiana o una madre de crianza)	09	09
Otro hombre adulto (como por ejemplo un guardián o un padre de crianza)	10	10
No corresponde, no hay otro padre/ guardián	11	11

2. ☐ **¿Cuánto tiempo vive con Ud. el muchacho(a) cuyo nombre aparece en la cubierta de este cuestionario?**

(MARQUE UNA RESPUESTA)

Todo el tiempo	1	**--> PASE A LA PREG.4, PAG.3**
La mayor parte del tiempo	2	
La mitad del tiempo	3	**--> SIGA CON LA PREG.3, PAG.3**
Menos de la mitad del tiempo	4	

3. ¿Con quién vive el muchacho(a) cuyo nombre aparece en la cubierta cuando él/ella no está viviendo con Ud.?

(MARQUE UNA RESPUESTA)

Solo(a)	01
Con su (otro) padre/madre	02
Con otro familiar adulto	03
Vive en un internado	04
Vive en la universidad	05
Con un adulto que no forma parte de la familia	06
Con un amigo(a)	07
Con su esposo(a)	08
Otro	09

4. ☐ **¿Tiene su muchacho(a) otro padre o madre (biológico o adoptivo) que no viva con Ud.?**

(MARQUE UNA RESPUESTA)

Sí	1	**--> SIGA CON LA PREG.5**
No	2	**--> PASE A LA PREG.6, PAG.4**

5. ☐ **¿Hasta qué punto participa este otro padre/madre (biológico o adoptivo) que vive fuera de su hogar en las decisiones que afectan a la educación de su muchacho(a) (escoger, por ejemplo, la escuela a la que él/ella asiste)?**

(MARQUE UNA RESPUESTA)

Generalmente participa	1
Frecuentemente participa	2
Casi nunca participa	3
Nunca participa	4

6. En total, ¿cuántas personas dependen económicamente de Ud. (o de Ud. y de su esposo(a)/compañero(a)? Tome en cuenta a todos aquéllos que dependen de Ud. o de su esposo(a)/compañero(a) para satisfacer la mitad o más de sus necesidades económicas. Incluya a las personas que no viven con Ud. y su esposo(a)/compañero(a), *pero no* se incluya Ud. ni a su esposo(a)/compañero(a).

Número total de dependientes (sin contar a Ud. ni a su esposo(a)/compañero(a)):

(MARQUE UNA RESPUESTA)

Ninguno	01
Uno	02
Dos	03
Tres	04
Cuatro	05
Cinco	06
Seis	07
Siete	08
Ocho o más	09

7. ¿Cuál es su estado civil actual?

☐

(MARQUE UNA RESPUESTA)

Soltero(a), nunca me he casado	1
Casado(a)	2
Divorciado(a)/separado(a)	3
Viudo(a)	4
Soltero(a), pero viviendo en una relación similar al matrimonio	5

8. **¿Cuáles de las siguientes personas viven en el mismo hogar que el muchacho(a) cuyo nombre aparece en la cubierta de este cuestionario? Acuérdese de incluirse Ud. también.**

☐

(MARQUE UN NUMERO EN CADA LINEA)

		Sí	**No**
a.	El padre de mi muchacho(a)	1	2
b.	El padrastro de mi muchacho(a)	1	2
c.	Otro adulto (como, por ejemplo el padre de crianza o el guardián de mi muchacho(a))	1	2
d.	La madre de mi muchacho(a)	1	2
e.	La madrastra de mi muchacho(a)	1	2
f.	Otra mujer adulta (como, por ejemplo, la madre de crianza o la guardiana de mi muchacho(a))	1	2
g.	El esposo(a) de mi muchacho(a)	1	2
h.	El novio(a) de mi muchacho(a)	1	2

9. ¿Cuántas de las siguientes personas viven en el mismo hogar que el muchacho(a) cuyo nombre aparece en la cubierta de este cuestionario?

☐ **Según corresponda, por favor incluya a las personas que se enumeran en la pregunta 8.**

(MARQUE UNA RESPUESTA EN CADA LINEA)

	Ninguno	Uno	Dos	Tres	Cuatro	Cinco	Seis o más
a. Uno o más hermanos de mi muchacho(a) (incluyendo hermanos adoptivos, hermanastros o medio hermanos)	01	02	03	04	05	06	07
b. Una o más hermanas de mi muchacho(a) (incluyendo hermanas adoptivas, hermanastras o medio hermanas)	01	02	03	04	05	06	07
c. El hijo(a) o hijos de mi muchacho(a)	01	02	03	04	05	06	07
d. Uno o más de los abuelos de mi muchacho(a)	01	02	03	04	05	06	07
e. Otro(s) familiar(es) (de menos de 18 años)	01	02	03	04	05	06	07
f. Otro(s) familiar(es) (de más de 18 años)	01	02	03	04	05	06	07
g. Personas que no son de la familia (de menos de 18 años)	01	02	03	04	05	06	07
h. Personas que no son de la familia (de más de 18 años)	01	02	03	04	05	06	07

10. En total, ¿cuántas de las personas que viven en el hogar del muchacho(a) (cuyo nombre aparece en la cubierta) tienen. . .

(ESCRIBA UN NUMERO EN CADA LINEA)

a. Menos de 18 años? . . . . |____|____|

b. 18 o más años de edad? . . . . |____|____|

11. **¿Cuál de las siguientes posibilidades describe mejor la situación actual de empleo de Ud. y de su esposo(a)/compañero(a)** ***en este momento?***

☐

(MARQUE UNA RESPUESTA EN CADA COLUMNA)

	Ud.	**Su esposo(a)/ compañero(a)**
Trabajando a tiempo parcial (menos de 35 horas por semana)	01	01
Trabajando a tiempo completo (35 horas por semana o más)	02	02
Esta persona tiene un empleo pero no está trabajando en la actualidad debido a una enfermedad temporal, vacaciones o huelga	03	03
Jubilado(a)/retirado(a)	04	04
Está estudiando (tiempo completo)	05	05
Ocupándose del hogar (tiempo completo)	06	06
No está trabajando pero está buscando empleo	07	07
No tiene trabajo ni busca empleo	08	08
Ninguna de las anteriores	09	09
No corresponde	10	10

12. **¿Alguna vez ha tenido un trabajo regular (incluyendo un empleo por cuenta propia)?**

(MARQUE UNA RESPUESTA)

Sí	1–> **SIGA CON LA PREG.13, PAG.8**
No	2–> **PASE A LA PREG.15, PAG.9**

A continuación en la pregunta 13, describa por favor su empleo actual o el más reciente. Si tiene más de un empleo, por favor describa su empleo principal.

13. ¿Cuál de las siguientes categorías describe mejor su empleo u ocupación actual o más reciente?

(MARQUE UNA RESPUESTA)

	Su empleo u ocupación actual o más reciente
AGRICULTOR(A) O ADMINISTRADOR(A) AGRICOLA	01
CUIDADO DEL HOGAR (sin otro trabajo)	02
OBRERO(A), tal como obrero de la construcción, lavador de automóviles, recolector de basura, obrero agrícola	03
GERENTE, ADMINISTRADOR(A), tal como gerente de ventas, gerente de oficinas, administrador de escuelas, jefe de compras al por menor o minorista, gerente de restaurante, administrador público	04
MILITAR, tal como oficial de carrera o persona subalterna en las fuerzas armadas	05
OFICINISTA, tal como procesador de datos, cajero de banco, tenedor de libros, secretario, procesador de palabras, cartero, taquillero	06
OPERARIO(A), de maquinarias o herramientas (incluyendo equipo de construcción), tal como cortador de carne, ensamblador, soldador, chofer de taxis/autobuses/camiones	07
PROPIETARIO(A) O DUEÑO(A), tal como dueño de un negocio pequeño, de restaurante o contratista	08
PROFESIONAL, tal como contador, enfermero diplomado, ingeniero, banquero, bibliotecario, escritor, trabajador social, actor/actriz, atleta, artista, político, pero sin incluir maestro de escuela	09
PROFESIONAL, tal como ministro/pastor de iglesia/sacerdote, dentista, doctor, abogado, científico, profesor universitario	10
SERVICIOS DE PROTECCION, tal como oficial de policía, bombero, detective, alguacil/sheriff, guardia de seguridad	11
VENTAS, tal como representante de ventas, agente publicitario o de seguros, corredor de bienes raíces	12
MAESTRO(A) DE ESCUELA, tal como maestro de escuela primaria, media o secundaria/superior, pero no profesor universitario	13
SERVICIOS, tal como peluquero, enfermero práctico, cuidador de niños, camarero o mozo, empleado doméstico, conserje	14
TECNICO(A), tal como programador de computadoras, técnico médico o dental, dibujante técnico	15
ARTESANO(A), tal como panadero/pastelero, mecánico de automóviles, pintor de casas, plomero, instalador de teléfonos/cable, carpintero	16
OTRO	17

14. ¿En su trabajo actual o más reciente Ud. es/era:

(MARQUE UNA RESPUESTA)

Empleado(a) de una **COMPAÑIA O NEGOCIO?**	01
Empleado(a) de una organización o institución **SIN FINES DE LUCRO?**	02
Empleado(a) **DEL GOBIERNO?**	03
Empleado(a) por cuenta propia?	04
Trabajador(a) **CON PAGA** en el negocio o granja de su familia?	05
Trabajador(a) **SIN PAGA** en el negocio o granja de su familia?	06
Trabajador(a) **SIN PAGA** en un trabajo voluntario?	07

15. ¿Alguna vez su esposo(a)/compañero(a) ha tenido un trabajo regular (incluyendo un empleo por cuenta propia)?

(MARQUE UNA RESPUESTA)

Sí	1--> **SIGA CON LA PREG.16, PAG.10**
No	2--> **PASE A LA PREG.18, PAG.11**
No corresponde, no tengo esposo(a)/compañero(a)	3--> **PASE A LA PREG.18, PAG.11**

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A continuación en la pregunta 16, describa por favor el empleo actual o más reciente de su esposo(a)/compañero(a). Si su esposo(a)/compañero(a) ha tenido más de un empleo, por favor describa solamente su empleo principal.

16. **¿Cuál de las siguientes categorías describe mejor el empleo u ocupación actual o más reciente de su esposo(a)/compañero(a)?**

(MARQUE UNA RESPUESTA)

	El empleo u ocupación actual o más reciente de su esposo(a)/compañero(a)
AGRICULTOR(A) O ADMINISTRADOR(A) AGRICOLA	01
CUIDADO DEL HOGAR (sin otro trabajo)	02
OBRERO(A), tal como obrero de la construcción, lavador de automóviles, recolector de basura, obrero agrícola	03
GERENTE, ADMINISTRADOR(A), tal como gerente de ventas, gerente de oficinas, administrador de escuelas, jefe de compras al por menor o minorista, gerente de restaurante, administrador público	04
MILITAR, tal como oficial de carrera o persona subalterna en las fuerzas armadas	05
OFICINISTA, tal como procesador de datos, cajero de banco, tenedor de libros, secretario, procesador de palabras, cartero, taquillero	06
OPERARIO(A), de maquinarias o herramientas (incluyendo equipo de construcción), tal como cortador de carne, ensamblador, soldador, chofer de taxis/autobuses/camiones	07
PROPIETARIO(A) O DUEÑO(A), tal como dueño de un negocio pequeño, de restaurante o contratista	08
PROFESIONAL, tal como contador, enfermero diplomado, ingeniero, banquero, bibliotecario, escritor, trabajador social, actor/actriz, atleta, artista, político, pero sin incluir maestro de escuela	09
PROFESIONAL, tal como ministro/pastor de iglesia/sacerdote, dentista, doctor, abogado, científico, profesor universitario	10
SERVICIOS DE PROTECCION, tal como oficial de policía, bombero, detective, alguacil/sheriff, guardia de seguridad	11
VENTAS, tal como representante de ventas, agente publicitario o de seguros, corredor de bienes raíces	12
MAESTRO(A) DE ESCUELA, tal como maestro de escuela primaria, media o secundaria/superior, pero no profesor universitario	13
SERVICIOS, tal como peluquero, enfermero práctico, cuidador de niños, camarero o mozo, empleado doméstico, conserje	14
TECNICO(A), tal como programador de computadoras, técnico médico o dental, dibujante técnico	15
ARTESANO(A), tal como panadero/pastelero, mecánico de automóviles, pintor de casas, plomero, instalador de teléfonos/cable, carpintero	16
OTRO	17

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17. En su trabajo actual o más reciente, ¿su esposo(a)/compañero(a) es/era:

(MARQUE UNA RESPUESTA)

Empleado(a) de una **COMPAÑIA O NEGOCIO?**	01
Empleado(a) de una organización o institución **SIN FINES DE LUCRO?**	02
Empleado(a) **DEL GOBIERNO?**	03
Empleado(a) por cuenta propia?	04
Trabajador(a) **CON PAGA** en el negocio o granja de su familia?	05
Trabajador(a) **SIN PAGA** en el negocio o granja de su familia?	06
Trabajador(a) **SIN PAGA** en un trabajo voluntario?	07

18. En cada uno de los años desde 1988, ¿experimentó Ud. alguno de los siguientes cambios en su vida?

☐

(MARQUE TODAS LAS QUE CORRESPONDAN POR CADA AÑO)

	1988	**1989**	**1990**	**1991**
Me divorcié	1	1	1	1
Me separé	1	1	1	1
Enviudé	1	1	1	1
Me casé o me volví a casar	1	1	1	1
Comencé a vivir con alguien en una relación similar al matrimonio	1	1	1	1
No me ocurrió ninguno de estos acontecimientos durante este año	1	1	1	1

19. **¿Cuál de las siguientes alternativas lo/la describe mejor a Ud.?**
☐

(MARQUE UNA RESPUESTA)

Asiático o de las Islas del Pacífico	1	**–> SIGA CON LA PREG.20**
Hispano, sin importar la raza	2	**–> PASE A LA PREG.21**
Negro, no de origen hispano	3	
Blanco, no de origen hispano	4	**-> PASE A LA PREG.22**
Indio americano o nativo de Alaska	5	

20. **¿Cuál de las siguientes alternativas describe mejor sus orígenes?**

ASIATICO O DE LAS ISLAS DEL PACIFICO **(MARQUE UNA RESPUESTA)**

Chino	01	
Filipino	02	
Japonés	03	
Coreano	04	**–> PASE A LA PREG.22**
Sudeste Asiático (vietnamita, laosiano, kampucheano/camboyano, tailandés, etc.)	05	
Islas del Pacífico (Samoa, Guam, etc.)	06	
Asia del Sur (hindú, paquistaní, etc.)	07	
Otro asiático	08	

21. **¿Cuál de las siguientes alternativas describe mejor sus orígenes?**

HISPANO **(MARQUE UNA RESPUESTA)**

Mexicano, mexicano-americano, chicano	01
Cubano	02
Puertorriqueño	03
Dominicano	04
Ecuatoriano	05
Salvadoreño	06
Colombiano	07
Otro hispano	08

22. **¿Es el inglés su idioma materno (el primer idioma que aprendió a hablar de pequeño(a))?**

(MARQUE UNA RESPUESTA)

Sí	1	**PASE A LA PREG.27, PAG.14**
No	2	**SIGA CON LA PREG.23, PAG 13**

23. **¿Cuál es su idioma materno (el primer idioma que aprendió a hablar de pequeño(a))?**
(MARQUE UNA RESPUESTA)

Español	01
Un idioma chino	02
Japonés	03
Coreano	04
Un idioma filipino	05
Italiano	06
Francés	07
Alemán	08
Griego	09
Polaco	10
Portugués	11
Vietnamita	12
Camboyano	13
Otro	14

24. **¿Con qué frecuencia usa el idioma que indicó en la pregunta 23 para hablar con. . .**
(SI ALGUN EJEMPLO NO CORRESPONDE A SU PERSONA, POR FAVOR MARQUE "No corresponde")

(MARQUE UNA EN CADA LINEA)

	Siempre o la mayoría de las veces	**Alrededor de la mitad de las veces**	**Algunas veces**	**Nunca**	**No corresponde**
a. Su esposo(a)/ compañero(a)?	0	1	2	3	4
b. Su(s) hijo(s)?	0	1	2	3	4
c. Otros parientes?	0	1	2	3	4
d. Sus amistades?	0	1	2	3	4

25. **¿Qué tan bien ...**

(MARQUE UNA EN CADA LINEA)

	Muy bien	**Bien**	**Regular**	**Mal/no puedo hacerlo**
a. Comprende Ud. el inglés hablado?	1	2	3	4
b. Habla inglés?	1	2	3	4
c. Lee en inglés?	1	2	3	4
d. Escribe en inglés?	1	2	3	4

26. ¿Alguna vez tiene Ud. dificultades. . .

(MARQUE UNA EN CADA LINEA)

	Sí	No	No sé
a. Para leer libros, periódicos o revistas impresas en inglés?	1	2	3
b. Para llenar formularios (impuestos, seguros, ayuda financiera)?	1	2	3
c. Para comprender lo que le dicen los maestros de su hijo(a)?	1	2	3
d. Para hacerse entender por los maestros de su hijo(a)?	1	2	3
e. Para ayudar a su hijo(a) con sus tareas en inglés?	1	2	3

27. En su hogar, ¿suele hablarse por lo general algún idioma que no sea inglés?
☐

(MARQUE UNA RESPUESTA)

Sí .... 1–> **SIGA CON LA PREG.28**
No .... 2–> **PASE A LA PREG. 29, PAG.15**

28. ¿También se habla inglés en su hogar?

(MARQUE UNA RESPUESTA)

Sí 1
No 2

PARTE 2: LA VIDA ESCOLAR DE SU MUCHACHO(A)

EL SIGUIENTE GRUPO DE PREGUNTAS TRATA SOBRE LA VIDA ESCOLAR DE SU MUCHACHO(A). SI SU MUCHACHO(A) NO ESTA ACTUALMENTE INSCRITO(A) EN LA ESCUELA, POR FAVOR RESPONDA CADA PREGUNTAS CON RELACION A LA ULTIMA ESCUELA EN LA QUE ESTUVO INSCRITO(A).

29. **¿Cuál fue el último grado al que su muchacho(a) asistió? Si su muchacho(a) está actualmente inscrito(a) en la escuela, por favor indique el grado en el que está inscrito(a).**

(MARQUE UNA RESPUESTA)

8° grado	01
9° grado	02
10° grado	03
11° grado	04
12° grado	05
No se usaba un sistema de grados	06
Universidad o escuela de comercio/vocacional (ya se había graduado de la escuela superior/secundaria)	07

30. **¿Está su muchacho(a) actualmente inscrito(a) en la escuela?**
☐

(MARQUE UNA RESPUESTA)

Sí	1	**–> SIGA CON LA PREG.31**
No	2	**–> PASE A LA PREG.32**

31. **¿Durante cuántos años ha estado su muchacho(a) en su escuela actual?**

(MARQUE UNA RESPUESTA)

a.	Un año o menos	1	
b.	Dos años	2	
c.	Tres años	3	**–> PASE A LA PREG.33, PAG.16**
d.	Cuatro años	4	
e.	Cinco años o más	5	

32. **¿En qué mes y año estuvo su muchacho(a) inscrito(a) en la escuela por última vez? (PONGALO EN NUMEROS ABAJO)**

|___|___| **MES**

19 |___|___| **AÑO**

33. **En el transcurso de los últimos 4 años escolares, ¿cuántas veces se ha cambiado de escuela su muchacho(a)? NO tome en cuenta cambios como el haber sido promovido a un grado más avanzado o el haberse mudado del edificio de una escuela intermedia al de una escuela secundaria/superior en el mismo distrito.**

(MARQUE UNA RESPUESTA)

Ninguna	0	**—> PASE A LA PREG.35, PAG.17**
Una	1	**SIGA CON LA PREG.34**
Dos veces	2	
Tres veces	3	
Cuatro veces	4	
Cinco o más veces	5	

34. **¿A qué se debió el último cambio de escuela?**

(MARQUE UNA EN CADA LINEA)

	Sí	**No**
a. La escuela le pidió a mi muchacho(a) que se fuera debido a problemas de disciplina	1	2
b. La escuela le pidió a mi muchacho(a) que se fuera debido a problemas de rendimiento académico	1	2
c. Mi muchacho(a) pidió su cambio a otra escuela	1	2
d. La familia/el muchacho(a) se mudó para poder beneficiarse de un programa especializado en otra escuela	1	2
e. La familia/el muchacho(a) se mudó a otra localidad por otras razones	1	2
f. La escuela se cerró o se fusionó con otra	1	2
g. Mi muchacho(a) quería cambiarse de una escuela pública a una escuela privada	1	2
h. Mi muchacho(a) quería cambiarse de una escuela privada a una pública	1	2
i. Mi muchacho(a) quería cambiarse de una escuela pública o privada a una escuela "magnet"	1	2
j. Mi muchacho(a) quería beneficiarse de los cursos especiales que ofrecía la nueva escuela	1	2
k. Mi muchacho(a) se cambió de escuela porque vino a los E.E.U.U. de otro país	1	2

35. **¿Alguna vez. . .**

(MARQUE UNA EN CADA LINEA)

	Sí	**No**
a. Se ha considerado que su muchacho(a) tenía un problema de conducta en la escuela?	1	 2
b. Se ha suspendido a su muchacho(a) de la escuela?	1	 2
c. Se ha expulsado de la escuela a su muchacho(a)?	1	 2

36. **En el transcurso de los últimos 2 años escolares, ¿su muchacho(a) dejó de ir alguna vez a la escuela durante 10 días escolares seguidos o más por algún motivo que no fuera enfermedad o vacaciones?**

(MARQUE UNA RESPUESTA)

Sí . . . . 1–>**SIGA CON LA PREG.37**

No . . . . 2–>**PASE A LA PREG.41, PAG.19**

Mi muchacho(a) no ha asistido a la escuela durante los dos últimos años escolares . . . . 3–> **PASE A LA PREG.38, PAG.18**

37. **En el transcurso de los últimos 2 años escolares, ¿alguna vez su muchacho(a) dejó de ir a la escuela durante 21 días escolares seguidos o más por algún motivo que no fuera enfermedad o vacaciones?**

(MARQUE UNA RESPUESTA)

Sí 1

No 2

Mi muchacho(a) no ha asistido a la escuela en los últimos 2 años escolares 3

38. **Piense en el período de tiempo más prolongado que su muchacho(a) pasó fuera de la escuela por algún motivo que no fuera enfermedad o vacaciones. ¿Por cuáles de los siguientes motivos su muchacho(a) dejó de asistir a la escuela?**

(MARQUE UNA EN CADA LINEA)

		Sí	**No**	**No Sé**
a.	Mi muchacho(a) tenía un empleo cuyo horario estaba en conflicto con el de la escuela	1	2	3
b.	Mi muchacho(a) no se podía llevar bien con maestros u otros estudiantes	1	2	3
c.	Mi muchacha estaba embarazada o mi muchacho(a) tuvo un hijo(a)	1	2	3
d.	Los amigos o miembro(s) de la familia de mi muchacho(a) habían dejado la escuela	1	2	3
e.	Mi muchacho(a) fue suspendido(a) o expulsado(a) de la escuela	1	2	3
f.	Mi muchacho(a) estaba sacando malas notas/reprobando el curso	1	2	3
g.	Mi muchacho(a) se casó o pensaba casarse	1	2	3
h.	Mi muchacho(a) tenía un problema de drogas o alcohol	1	2	3

39. **¿Cuáles de las siguientes medidas tomaron Ud. o su esposo(a)/compañero(a) durante o después de la ausencia más prolongada de su muchacho(a) de la escuela por algún motivo que no fuera enfermedad o vacaciones?**

(MARQUE UNA EN CADA LINEA)

		Sí	**No**
a.	Llamó al director, a un maestro o a un consejero en la escuela de su muchacho(a)	1	2
b.	Ofreció poner a su muchacho(a) a un programa especial o a otra escuela	1	2
c.	Le consiguió orientación psicológica privada (con un psicólogo, trabajador social privado)	1	2
d.	Le consiguió enseñanza individual especial	1	2
e.	Ofreció ayudar a su muchacho(a) con problemas personales	1	2
f.	Animó a su muchacho(a) a que permaneciera en la escuela	1	2
g.	Se enojó con su muchacho(a) y/o lo castigó	1	2
h.	Decidió no meterse	1	2

40. **¿Cuáles de las siguientes medidas tomó la escuela de su muchacho(a) durante o después de su ausencia más prolongada (de la escuela) por algún motivo que no fuera enfermedad o vacaciones?**

(MARQUE UNA EN CADA LINEA)

		Sí	No
a.	Alguien de la escuela llamó a su hogar	1	2
b.	Alguien de la escuela visitó su hogar	1	2
c.	La escuela le envió una carta	1	2
d.	La escuela ofreció poner a su adolescente en un programa especial o en otra escuela	1	2
e.	La escuela animó a su muchacho(a) a permanecer en la escuela	1	2
f.	La escuela ofreció a su muchacho(a) enseñanza individual especial	1	2
g.	La escuela ofreció ayudar a su muchacho(a) a ponerse al día con el trabajo escolar atrasado	1	2
h.	La escuela ofreció ayudar a su muchacho(a) con problemas personales	1	2
i.	La escuela hizo que su muchacho(a) viera a un consejero	1	2
j.	La escuela amenazó con suspender o expulsar a su muchacho(a)	1	2
k.	La escuela suspendió o expulsó a su muchacho(a)	1	2

41. **¿Hasta qué punto está Ud. satisfecho(a) con la educación que su muchacho(a) ha recibido hasta ahora en la escuela superior/secundaria?**

(MARQUE UNA RESPUESTA)

a. Muy insatisfecho(a)	1
b. Más o menos insatisfecho(a)	2
c. Más o menos satisfecho(a)	3
d. Muy satisfecho(a)	4

42. **Por favor indique hasta qué punto está de acuerdo o en desacuerdo con cada una de las siguientes afirmaciones sobre la escuela superior/secundaria de su muchacho(a). Si él/ella ha dejado la secundaria, refiérase a la secundaria a la que su muchacho(a) asistió por última vez.**

(MARQUE UNA EN CADA LINEA)

		Muy de acuerdo	**De acuerdo**	**En desacuerdo**	**Muy en desacuerdo**
a.	La escuela le da alta prioridad al aprendizaje	1	2	3	4
b.	La tarea asignada es provechosa	1	2	3	4
	La escuela da demasiada tarea	1	2	3	4
d.	La escuela da muy poca tarea	1	2	3	4
e.	El nivel académico que exige la escuela es realista	1	2	3	4
f.	El nivel académico que exige la escuela es demasiado bajo	1	2	3	4
g.	La escuela está preparando bien a los estudiantes para que continúen con su educación después de la escuela superior/secundaria	1	2	3	4
h.	La escuela está preparando bien a los estudiantes para que puedan trabajar	1	2	3	4
i.	La escuela es un lugar seguro	1	2	3	4
j.	Las reglas de conducta son estrictas	1	2	3	4
k.	La enseñanza es buena	1	2	3	4
l.	Los maestros se interesan por los estudiantes	1	2	3	4
m.	Los padres tienen una participación adecuada en el establecimiento de las reglas de la escuela	1	2	3	4
n.	Los padres colaboran mutuamente para apoyar las reglas de la escuela	1	2	3	4

42. Continuación

(MARQUE UNA EN CADA LINEA)

		Muy de acuerdo	De acuerdo	En desacuerdo	Muy en desacuerdo
o.	La escuela ofrece programas diversos a estudiantes con diferentes necesidades	1	2	3	4
p.	El consumo de bebidas alcohólicas en los terrenos e instalaciones de la escuela es un problema en la escuela de mi muchacho(a)	1	2	3	4
q.	El consumo de drogas en los terrenos e instalaciones de la escuela es un problema en la escuela de mi muchacho(a)	1	2	3	4
r.	La venta o consumo de drogas en el camino de ida o vuelta de la escuela es un problema	1	2	3	4
s.	El robo en los terrenos e instalaciones de la escuela es un problema en la escuela de mi muchacho(a)	1	2	3	4
t.	La violencia en los terrenos e instalaciones de la escuela es un problema en la escuela de mi muchacho(a)	1	2	3	4
u.	La falta de disciplina en los salones de clase es un problema	1	2	3	4

EL SIGUIENTE GRUPO DE PREGUNTAS TRATA ACERCA DE SUS RELACIONES CON LA ESCUELA DE SU ADOLESCENTE

43. Desde que comenzó la escuela de su muchacho(a) el otoño pasado (o durante el último año en que su muchacho(a) estuvo en la escuela), ¿cuántas veces se ha puesto *en contacto la escuela con Ud. o con su esposo(a)/compañero(a)* en relación con cada uno de los asuntos siguientes?

(MARQUE UNA EN CADA LINEA)

		Nunca	**Una o dos veces**	**3 ó 4 veces**	**Más de 4 veces**
a.	Las notas/calificaciones o el desempeño escolar de su muchacho(a) (sin incluir las tarjetas de calificaciones)	1	2	3	4
b.	El programa de estudios de su muchacho(a) para este año	1	2	3	4
c.	Los planes de su muchacho(a) para después de la escuela secundaria/superior	1	2	3	4
d.	La selección de cursos de su muchacho(a) para ingresar a la universidad o a la escuela técnica o vocacional cuando termine la escuela superior/secundaria	1	2	3	4
e.	Problemas de asistencia de su muchacho(a) a la escuela	1	2	3	4
f.	La conducta de su muchacho(a) en la escuela	1	2	3	4
g.	Su participación y/o la de su esposo(a)/compañero(a) en actividades de recaudación de fondos para la escuela o para hacer trabajo voluntario	1	2	3	4
h.	Información sobre cómo ayudar a su muchacho(a) en el hogar con habilidades específicas o con sus tareas	1	2	3	4

44. Desde que comenzó la escuela de su muchacho(a) el otoño pasado (o durante el último año en que su muchacho(a) estuvo en la escuela), ¿cuántas veces *se han puesto en contacto con la escuela Ud. o su esposo(a)/compañero(a)* en relación con cada uno de los asuntos siguientes?

(MARQUE UNA EN CADA LINEA)

		Nunca	Una o dos veces	3 ó 4 veces	Más de 4 veces
a.	Las notas/calificaciones o el desempeño escolar de su muchacho(a)	1	2	3	4
b.	El programa de estudios de su muchacho(a) para este año	1	2	3	4
c.	Los planes de su muchacho(a) para después de terminar la escuela superior/secundaria	1	2	3	4
d.	La selección de cursos de su muchacho(a) para ingresar a la universidad o a la escuela técnica o vocacional cuando termine la escuela superior/secundaria	1	2	3	4
e.	Problemas de asistencia de su muchacho(a) a la escuela	1	2	3	4
f.	La conducta de su muchacho(a) en la escuela	1	2	3	4
g.	Su participación y/o la de su esposo(a)/compañero(a) en actividades de recaudación de fondos de la escuela o para hacer trabajo voluntario	1	2	3	4

45. Desde el otoño pasado, o durante el último año en que su muchacho(a) estuvo en la escuela, ¿han asistido Ud. o su esposo(a)/compañero(a) a alguno de los siguientes tipos de programas para informarse sobre las oportunidades que se le ofrecen a su muchacho(a)?

(MARQUE UNA EN CADA LINEA)

		Sí	No	No estaba enterado acerca de estos programas
a.	Un programa sobre oportunidades educativas para después de terminar la secundaria/superior	1	2	3
b.	Un programa sobre ayuda financiera para "colleges", universidades o escuelas técnicas/vocacionales	1	2	3
c.	Un programa sobre oportunidades de carrera y empleo	1	2	3

46. **¿Sabe Ud.. . .**

(MARQUE UNA EN CADA LINEA)

		Sí	**No**	**No corresponde (muchacho(a) no está actualmente en la escuela)**
a.	¿Qué cursos ha estado tomando su muchacho(a) este último período escolar?	1	2	3
b.	¿Cómo le está yendo a su muchacho(a) en la escuela?	1	2	3
c.	¿Cuántos créditos para graduarse ha obtenido su muchacho(a)?	1	2	3
d.	¿Cuántos créditos más necesita su muchacho(a) para graduarse?	1	2	3

47. **En su opinión, ¿deberían tener los padres de los estudiantes en la escuela de su muchacho(a) más influencia, menos influencia, o considera que ya cuentan con la influencia suficiente en relación con cada uno de los siguientes aspectos:**

(MARQUE UNA EN CADA LINEA)

	. . . .	**Menos influencia**	**Influencia apropiada**	**Más influencia**	**No sabe**
a.	Decisiones sobre la manera de gastar los fondos de la escuela	1	2	3	4
b.	Programa de estudios (es decir, los cursos que se ofrecen)	1	2	3	4
c.	Selección y contratación de administradores	1	2	3	4
d.	Libros y materiales de instrucción.	1	2	3	4
e.	Selección y contratación de maestros.	1	2	3	4
f.	Tipo de libros que hay en la biblioteca de la escuela	1	2	3	4
g.	Evaluación de maestros y administradores	1	2	3	4
h.	Cantidad de tarea asignada	1	2	3	4
i.	Normas de disciplina	1	2	3	4
j.	Nivel académico (que se exige)	1	2	3	4

PARTE 3: LA VIDA FAMILIAR DE SU MUCHACHO(A)

EL SIGUIENTE GRUPO DE PREGUNTAS TRATA SOBRE LA VIDA FAMILIAR DE SU MUCHACHO(A), SUS AMISTADES Y SUS ACTIVIDADES EN LA COMUNIDAD .

48. En su familia, ¿quién toma la mayoría de las decisiones acerca de cada uno de los siguientes asuntos? (Por favor refiérase a la página 4 para la definición de esposo(a)/compañero(a). Si Ud. no tiene esposo(a)/compañero(a), por favor responda en relación con Ud. mismo(a)).

(MARQUE UNA EN CADA LINEA)

		Mi esposo(a)/ compañero(a) y yo lo decidimos juntos	Mi esposo(a)/ compañero(a) y yo lo decimos después de hablarlo con mi muchacho(a)	Lo decidimos junto con mi muchacho(a) después de haberlo hablado	Mi muchacho(a) lo decide después de hablarlo conmigo y con mi esposo(a)/ compañero(a)	Mi muchacho(a) lo decide por su cuenta
a.	La hora en que mi muchacho(a) debe regresar a la casa por la noche	1	2	3	4	5
b.	Cuándo puede usar el automóvil mi muchacho(a)	1	2	3	4	5
c.	Si mi muchacho(a) puede tener un empleo	1	2	3	4	5
d.	Como gasta su dinero mi muchacho(a)	1	2	3	4	5
e.	Si mi muchacho(a) puede consumir alcohol en mi presencia o en la de mi esposo(a)/ compañero(a)	1	2	3	4	5
f.	Si mi muchacho(a) puede consumir bebidas alcohólicas en fiestas/ reuniones sociales en las que yo o mi esposo(a)/ compañero(a) no estemos presentes	1	2	3	4	5
g.	Si se le deben retirar los permisos a mi muchacho(a) por haber consumido alcohol o drogas	1	2	3	4	5
h.	Si mi muchacho(a) debe de ir a la universidad o a una escuela técnica/ vocacional	1	2	3	4	5
i.	Los cursos que toma mi muchacho(a)	1	2	3	4	5

49. En el transcurso de los últimos dos años, ¿con qué frecuencia Ud. y/o su esposo(a)/compañero(a) han hablado con su muchacho(a) sobre los siguientes temas?

(MARQUE UNA EN CADA LINEA)

		Nunca	Algunas veces	Frecuentemente
a.	Selección de cursos o programas en la escuela	1	2	3
b.	Actividades escolares o eventos de particular interés para su muchacho(a)	1	2	3
c.	Cosas que su muchacho(a) ha estudiado en clase	1	2	3
d.	Las notas/calificaciones de su muchacho(a)	1	2	3
e.	Planes y preparación para el examen "American College Testing" (ACT), "Scholastic Aptitude Test" (SAT), o "Armed Services Vocational Aptitude Battery" (ASVAB)	1	2	3
f.	Presentar solicitudes a universidades u otras escuelas para cuando termine la escuela superior/secundaria	1	2	3
g.	Empleos concretos que su muchacho(a) puede solicitar cuando termine la escuela superior/secundaria	1	2	3
h.	Acontecimientos en la comunidad, nacionales y mundiales	1	2	3
i.	Asuntos que están preocupando a su muchacho(a)	1	2	3
j.	Las aficiones (hobbies) o intereses especiales de su muchacho(a)	1	2	3

50. Durante el año pasado, ¿con qué frecuencia participó Ud. con su muchacho(a) en las siguientes actividades?

(MARQUE UNA EN CADA LINEA)

	Nunca	Casi nunca	Algunas veces	Frecuentemente	No corresponde (muchacho(a) no va actualmente a la escuela)
a. Asistir a actividades escolares (deportes, obras de teatro)	1	2	3	4	5
b. Hacer las tareas o proyectos escolares	1	2	3	4	5
c. Ir a conciertos, obras teatrales o cines fuera de la escuela	1	2	3	4	5
d. Ir a eventos deportivos fuera de la escuela	1	2	3	4	5
e. Ir a servicios religiosos	1	2	3	4	5
f. Ir a reuniones/eventos sociales familiares (fiestas, bodas)	1	2	3	4	5
g. Hacer excursiones de un día o ir de vacaciones	1	2	3	4	5
h. Dedicarse a una afición (hobby) o practicar deportes	1	2	3	4	5
i. Ir de compras	1	2	3	4	5
j. Ir a restaurantes/ comer fuera	1	2	3	4	5
k. Pasar ratos juntos simplemente hablando	1	2	3	4	5
l. Hacer juntos alguna otra cosa entretenida	1	2	3	4	5

51. **Para cada una de las siguientes actividades, ¿hay reglas en su família que su muchacho(a) debe obedecer?**

(MARQUE UNA EN CADA LINEA)

		Sí	No	No corresponde (muchacho(a) no va actualmente a la escuela)
a.	Mantener cierto promedio de notas	1	2	3
b.	Hacer las tareas	1	2	3
c.	Ir a la escuela con regularidad	1	2	3

52. **Por favor lea cada una de las cualidades enumeradas a continuación e indique qué importancia le da Ud. a que su muchacho(a) tenga cada una de estas cualidades.**

¿Qué importancia tiene que un adolescente...

(MARQUE UNA EN CADA LINEA)

		No mucha importancia				Muchísima importancia
a.	Se esfuerce mucho por tener éxito?	1	2	3	4	5
b.	Sea honesto(a)?	1	2	3	4	5
c.	Sea sensato(a) y tenga buen sentido común?	1	2	3	4	5
d.	Sepa controlarse a sí mismo(a)?	1	2	3	4	5
e.	Se lleve bien con sus compañeros?	1	2	3	4	5
f.	Obedezca a su(s) padre(s)?	1	2	3	4	5
g.	Sea responsable?	1	2	3	4	5
h.	Sea considerado(a) con los demás?	1	2	3	4	5
i.	Se interese por los motivos y la manera en que suceden las cosas?	1	2	3	4	5
j.	Sea un(a) buen(a) estudiante?	1	2	3	4	5
k.	Defienda sus principios?	1	2	3	4	5
l.	No se deje influenciar fácilmente por los demás?	1	2	3	4	5

POR FAVOR RESPONDA A LAS SIGUIENTES PREGUNTAS ACERCA DE LOS AMIGOS DE SU ADOLESCENTE

53. ¿Conoce el nombre (o el apodo) de alguno de los amigos íntimos de su muchacho(a)?

(MARQUE UNA RESPUESTA)

Sí . . . . 1–>**SIGA CON LA PREG.54**
No . . . . 2 –>**PASE A LA PREG.56, PAG.30**

54. Por favor enumere los nombres (o los apodos) de los amigos(as) íntimos(as) de su muchacho(a) e indique:

(A) si el amigo(a) va a la misma escuela que su muchacho(a), y
(B) si Ud. conoce a uno o a ambos padres de ese muchacho(a).

(MARQUE DOS EN CADA LINEA, una para la Parte A y una para la Parte B)

	A. Va a esta misma escuela			**B. Conozco a uno o a ambos padres de este muchacho(a)**	
Nombre de los amigos	**Sí**	**No**	**No corresponde (muchacho(a) no va actualmente a la escuela)**	**Sí**	**No**
1. ______________________	1	2	3	1	2
2. ______________________	1	2	3	1	2
3. ______________________	1	2	3	1	2
4. ______________________	1	2	3	1	2
5. ______________________	1	2	3	1	2

55. ¿Con cuántos de los padres de los muchachos(as) que van a la misma escuela que el suyo(a) habla Ud. de vez en cuando? (Si en una familia conoce Ud. tanto al padre como a la madre, por favor considérelos juntos como a uno solo).

(MARQUE UNA RESPUESTA)

Ninguno 01

Uno o dos 02

De tres a cinco 03

De seis a 10 04

De once a 20 05

Más de veinte 06

No corresponde (muchacho(a) no va actualmente a la escuela) 07

56. ¿Con qué frecuencia habla Ud. con los padres de los amigos de su muchacho(a) sobre cada uno de los siguientes temas?

(MARQUE UNA EN CADA LINEA)

		Rara vez o nunca	Una o dos veces al mes	Una o dos veces a la semana	Casi cada día	No corresponde; muchacho(a) no está en la escuela actualmente.
a.	Cosas que están pasando en la escuela de su muchacho(a)	1	2	3	4	5
b.	Los planes de educación de su muchacho(a) para después de la escuela secundaria/superior	1	2	3	4	5
c.	Los planes de carrera de su muchacho(a)	1	2	3	4	5

57. Por favor indique hasta qué punto está de acuerdo o en desacuerdo con las siguientes afirmaciones sobre su muchacho(a) y sobre los amigos de su muchacho(a).

(MARQUE UNA EN CADA LINEA)

		Muy de acuerdo	De acuerdo	En desacuerdo	Muy en desacuerdo	No sabe
a.	El consumo de bebidas alcohólicas es un problema entre los amigos de mi muchacho(a)	1	2	3	4	5
b.	Mi muchacho(a) tiene un problema con la bebida	1	2	3	4	5
c.	El consumo de drogas es un problema entre los amigos de mi muchacho(a)	1	2	3	4	5
d.	Mi muchacho(a) tiene un problema de drogas	1	2	3	4	5
e.	El consumo de bebidas alcohólicas entre los amigos de mi muchacho(a) ha tenido una mala influencia sobre mi muchacho(a)	1	2	3	4	5
f.	El consumo de drogas entre los amigos de mi muchacho(a) ha tenido una mala influencia sobre mi muchacho(a)	1	2	3	4	5
g.	El robo y la violencia son un problema entre los amigos de mi muchacho(a)	1	2	3	4	5

POR FAVOR RESPONDA LAS SIGUIENTES PREGUNTAS ACERCA DE SU BARRIO O DE SU COMUNIDAD

58. **¿Durante cuántos años ha vivido en su barrio?**

(MARQUE UNA RESPUESTA)

Menos de un año	1
De uno a tres años	2
De tres a cinco años	3
De cinco a diez años	4
Más de diez años	5

59. **¿Se siente Ud. parte de su barrio o de su comunidad, o más bien lo considera simplemente como un lugar donde vivir?**

(MARQUE UNA RESPUESTA)

Simplemente un lugar donde vivir	1
Siento que formo parte del barrio o comunidad	2

60. **¿Cómo evaluaría Ud. su barrio (o comunidad) en términos de seguridad para Ud. y para su familia?**

(MARQUE UNA RESPUESTA)

Muy seguro	1
Más o menos seguro	2
Más o menos peligroso	3
Muy peligroso	4

PARTE 4: LOS PLANES DE SU MUCHACHO(A) PARA EL FUTURO

61. **¿Hasta dónde quiere Ud. que llegue la educación de su muchacho(a)? (POR FAVOR MARQUE CON UN CIRCULO EL NUMERO MAS ALTO QUE CORRESPONDA)**

☐

(MARQUE UN NUMERO DEL 01 AL 09)

Menos que un título de escuela secundaria/superior	01
Que se gradúe de la escuela secundaria/superior	02
Escuela vocacional, de comercio o negocios después de la escuela secundaria/superior	
Menos de dos años	03
Dos o más años	04
Programa universitario	
Menos de dos años de universidad	05
Dos o más años de universidad (incluyendo un programa de dos años)	06
Terminar la universidad (programa de cuatro o cinco años)	07
Escuela profesional o de posgrado	
Título de maestría o equivalente	08
Ph.D., M.D., u otro título profesional	09

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62. **¿Alguna vez ha animado a su muchacho(a) para que adquiera un libro, un manual, o un programa de computadoras, o a tomar algún curso que lo/la ayudaría a prepararse para alguna de las siguientes pruebas?**

(MARQUE UNA EN CADA LINEA)

	SI, he animado a mi muchacho(a) a prepararse para esta prueba	**NO, mi muchacho(a) necesita tomarla pero no necesita prepararse para esta prueba**	**NO, hay otra razón por la que no he animado a mi muchacho(a) a que se prepare para esta prueba**	**NO, porque no pienso que mi muchacho(a) necesite prepararse para esta prueba**	**NO, porque nunca he oído hablar de esta prueba**
Scholastic Aptitude Test (SAT)	1	2	3	4	5
American College Test (ACT)	1	2	3	4	5
Armed Services Vocational Aptitude Battery (ASVAB)	1	2	3	4	5
General Education Development Test (GED)	1	2	3	4	5

63. **En el transcurso del año pasado, ¿con qué frecuencia habló Ud. con su muchacho(a) sobre la posibilidad de que solicitara su admisión a una escuela vocacional/técnica, a un "college" o a una universidad a fin de continuar con su educación más allá de la escuela superior/secundaria?**

(MARQUE UNA RESPUESTA)

Nunca	1
Rara vez	2
Algunas veces	3
Frecuentemente	4

64. **¿Ha solicitado admisión su muchacho(a) a alguna escuela vocacional/técnica, a un "college" o a una universidad para el año próximo?**

(MARQUE UNA RESPUESTA)

Sí	1	**SIGA CON LA PREG.65, PAG.34**
No	2	**PASE A LA PREG.68, PAG.36**

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65. **¿En cuáles de las siguientes formas Ud. y/o su esposo(a)/compañero(a) han ayudado a su muchacho(a) a tomar decisiones sobre dónde solicitar su admisión para continuar con sus estudios más allá de la escuela superior/secundaria?**

(MARQUE UNA EN CADA LINEA)

		Sí	No
a.	Ofrecimos ayudarlo(a), pero él/ella quiere hacerlo solo(a)	1	2
b.	Hablamos con nuestro muchacho(a) sobre algunas escuelas en particular	1	2
c.	Le dijimos a nuestro muchacho(a) las cualidades generales que debe tener la escuela en nuestra opinión	1	2
d.	Le dimos a nuestro muchacho(a) información (folleto, catálogo) que recibimos de la escuela	1	2
e.	Le ofrecimos llevarlo(a) a consultar con un consejero privado para que lo/la asesore sobre universidades	1	2

66. **¿Cuáles de las siguientes características de la escuela a la que su muchacho(a) decidió ir después de la secundaria/superior tienen o tuvieron importancia para Ud.?**

(MARQUE UNA EN CADA LINEA)

	Ninguna importancia	**Alguna importancia**	**Mucha importancia**
a. Bajos costos (colegiatura/matrícula, libros, alojamiento y alimentación)	1	2	3
b. Disponibilidad de ayuda financiera (tal como una beca o un subsidio)	1	2	3
c. Cursos ofrecidos o un programa de estudios determinado	1	2	3
d. Buena reputación de los programas de atletismo de la escuela	1	2	3
e. Vida social activa de la escuela	1	2	3
f. Posibilidad de asistir a la escuela mientras vive en el hogar	1	2	3
g. Oportunidad de vivir fuera del hogar	1	2	3
h. Un medio ambiente religioso	1	2	3
i. Un medio ambiente de baja criminalidad	1	2	3
j. Buen porcentaje de estudiantes de esa escuela que luego encuentran trabajo	1	2	3
k. Buen porcentaje de estudiantes de esa escuela que luego entran a programas de posgrado	1	2	3
l. Buena reputación de los programas de estudio de la escuela	1	2	3
m. Admisión fácil	1	2	3
n. La escuela ofrece un programa de estudios que le permitirá a mi muchacho(a) conseguir un empleo en el área que escoja	1	2	3
o. Composición racial/étnica de la escuela	1	2	3
p. Tamaño de la escuela	1	2	3
q. Ubicación geográfica de la escuela	1	2	3
r. Posibilidad de asistir a la misma escuela a la que mi esposo(a)/compañero(a) o yo asistimos	1	2	3

67. **En la época en que Ud. y/o su muchacho(a) estaban decidiendo a qué escuela iría él/ella después de la escuela secundaria/superior, ¿cuántas escuelas diferentes visitaron juntos?**

(MARQUE UNA RESPUESTA)

Ninguna	01
Una	02
Dos	03
Tres o cuatro	04
De cinco a siete	05
De ocho a diez	06
Once o más	07

68. **¿Su muchacho(a) ha demostrado interés por algún trabajo o profesión en particular?**

(MARQUE UNA RESPUESTA)

Sí	1–>	**SIGA CON LA PREG.69, PAG.37**
No	2–>	**PASE A LA PREG.71, PAG.39**

69. **¿Cúal de las siguientes categorías describe mejor la ocupación o el trabajo en el que su muchacho(a) está interesado(a)?**

(MARQUE UNA RESPUESTA)

	Trabajo en el que su muchacho(a) está interesado
AGRICULTOR(A) O ADMINISTRADOR(A) AGRICOLA	01
CUIDADO DEL HOGAR (Sin otro trabajo)	02
OBRERO(A), tal como obrero de la construcción, lavador de automóviles, recolector de basura, obrero agrícola	03
GERENTE, ADMINISTRADOR(A), tal como gerente de ventas, gerente de oficinas, administrador de escuelas, jefe de compras al por menor o minorista, gerente de restaurante, administrador público	04
MILITAR, tal como oficial de carrera o persona subalterna en las fuerzas armadas	05
OFICINISTA, tal como procesador de datos, cajero de banco, tenedor de libros, secretario, procesador de palabras, cartero, taquillero	06
OPERARIO(A), de maquinarias o herramientas (incluyendo equipo de construcción), tal como cortador de carne, ensamblador, soldador chofer de taxis/autobuses/camiones	07
PROPIETARIO(A) O DUEÑO(A), tal como dueño de un negocio pequeño, de restaurante o contratista	08
PROFESIONAL, tal como contador, enfermero diplomado, ingeniero, banquero, bibliotecario, escritor, trabajador social, actor/actriz, atleta, artista, político, pero sin incluir maestro de escuela	09
PROFESIONAL, tal como ministro/pastor de iglesia/sacerdote, dentista, doctor, abogado, científico, profesor universitario	10
SERVICIOS DE PROTECCION, tal como oficial de policía, bombero, detective, alguacil/sheriff, guardia de seguridad	11
VENTAS, tal como representante de ventas, agente publicitario o de seguros, corredor de bienes raíces	12
MAESTRO(A) DE ESCUELA, tal como maestro de escuela primaria, media o secundaria/superior, pero no profesor universitario	13
SERVICIOS, tal como peluquero, enfermero práctico, cuidador de niños, camarero o mozo, empleado doméstico, conserje	14
TECNICO(A), tal como programador de computadoras, técnico médico o dental, dibujante técnico	15
ARTESANO(A), tal como panadero/pastelero, mecánico de automóviles, pintor de casas, plomero, instalador teléfonos/cable, carpintero	16
OTRO	17

70. **A continuación se enumeran una serie de fuentes de información que pueden ser útiles para conseguir un empleo de tiempo completo sin necesitar experiencia de trabajo o para averiguar dónde debe uno dirigirse a fin de recibir enseñanza o entrenamiento en un AREA ESPECIFICA. Marque con un círculo las que considera como las mejores fuentes de información de que dispone su muchacho(a) en relación con el trabajo u ocupación específica que indicó en la PREGUNTA 69.**

(MARQUE UNA EN CADA LINEA)

	Sí	No
Ud. o su esposo(a)/compañero(a)	1	2
Algún otro miembro de la familia (por ejemplo un hermano o hermana mayor, una tía, un tío o un primo(a))	1	2
Un amigo íntimo de la familia	1	2
La escuela de su muchacho(a)	1	2
Un consejero de la escuela	1	2
Uno de los amigos de su muchacho(a)	1	2
Un conocido que está empleado en esa área	1	2
Libros o revistas	1	2
Una escuela vocacional o un "community college"	1	2
Un negocio de la localidad o una asociación de negocios	1	2

71. ¿Alguna vez ha tenido su muchacho(a) un trabajo remunerado?

(MARQUE UNA RESPUESTA)

Sí . . . . 1 SIGA CON LA PREG.72

No . . . . 2 PASE A LA PREG.74, PAG.40

72. Sin contar trabajos realizados en el hogar, ¿cuándo fue la última vez que su muchacho(a) trabajó por un salario?

(PONGALO EN NUMEROS ABAJO)

|___|___| 19 |___|___|
MES AÑO

73. ¿Cuándo comenzó a trabajar su muchacho(a) en su último trabajo pagado?

(PONGALO EN NUMEROS ABAJO)

|___|___| 19 |___|___|
MES AÑO

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PARTE 5: INFORMACION FINANCIERA Y COSTOS EDUCACIONALES

El siguiente grupo de preguntas trata acerca de los recursos económicos de su familia. Esta información será absolutamente confidencial. Nunca se utilizará junto con su nombre ni tampoco para identificarlo(a) a Ud. en forma alguna.

74. **Considerando todas las fuentes de ingresos de su familia, ¿cuál fue para 1991 el total de sus ingresos familiares brutos (es decir, antes de los impuestos)? (si no está seguro del monto exacto, por favor denos una cifra aproximada)**

(MARQUE UNA RESPUESTA)

Ninguno	01
Menos de $1,000	02
$ 1,000 - $ 2,999	03
$ 3,000 - $ 4,999	04
$ 5,000 - $ 7,499	05
$ 7,500 - $ 9,999	06
$10,000 - $14,999	07
$15,000 - $19,999	08
$20,000 - $24,999	09
$25,000 - $34,999	10
$35,000 - $49,999	11
$50,000 - $74,999	12
$75,000 - $99,999	13
$100,000 - $199,999	14
$200,000 o más	15

75. **¿Cuántos de los trabajadores asalariados de su hogar contribuyeron al ingreso familiar que Ud. indicó en la pregunta anterior?**

(MARQUE UNA RESPUESTA)

Uno	1
Dos	2
Más de dos	3

76. ¿Tiene Ud. actualmente alguno de los siguientes gastos para la educación de alguno de sus hijos?

(MARQUE UNA EN CADA LINEA)

		Sí	No
a.	Colegiatura/matrícula de una escuela privada primaria o secundaria/superior y otros gastos relacionados	1	2
b.	Tutoría (clases privadas)	1	2
c.	Colegiatura/matrícula y gastos relacionados (incluyendo préstamos) de universidad	1	2
d.	Otros	1	2

77. ¿Cuál es la cantidad total que gastó o gastará durante el año escolar de 1991-1992 a fin de cubrir todos los gastos de educación que indicó en la pregunta 76?

(MARQUE UNA RESPUESTA)

Ninguno	01
Menos de $500	02
$500 - $999	03
$1,000 - $4,999	04
$5,000 - $9,999	05
$10,000 - $14,999	06
$15,000 - $19,999	07
$20,000 o más	08

78. **¿Piensa su muchacho(a) seguir estudiando?**

☐

(MARQUE UNA RESPUESTA)

Sí . . . . 1–> **SIGA CON LA PREG.79**
No . . . . 2–> **PASE A LA PREG.93, PAG.47**
El/ella no lo ha decidido todavía . . . . 3–> **SIGA CON LA PREG.79**

79. **¿Cuáles de las siguientes medidas han tomado Ud. o su esposo(a)/compañero(a) a fin de prepararse económicamente para pagar la educación de su muchacho(a) después de la escuela superior/secundaria?**

☐

(MARQUE UNA EN CADA LINEA)

		Sí	**No**
a.	Abrió una cuenta de ahorros	1	2
b.	Compró una póliza de seguros	1	2
c.	Compró un bono de ahorros de los E.E.U.U. (U.S. Savings Bonds)	1	2
d.	Invirtió en acciones o bienes raíces	1	2
e.	Abrió un fondo de inversiones para la universidad (tal como un fondo mutuo)	1	2
f.	Comenzó a trabajar en otro empleo y/o trabajó más horas	1	2
g.	Empezó a ahorrar de alguna otra manera	1	2
h.	Planeó reducir de alguna manera sus otros gastos (ejemplo, terminar de pagar el auto, posponer vacaciones u otros gastos)	1	2
i.	Planeó volver a hipotecar su propiedad o tomar un préstamo "equity" ("equity loan")	1	2
j.	Le pidió a su muchacho(a) que ahorrara parte de sus ingresos	1	2

80. ¿En qué grado estaba su muchacho(a) cuando Ud. comenzó a prepararse económicamente para pagar su educación cuando termine la escuela superior/secundaria?

(MARQUE UNA RESPUESTA)

Antes del 1er grado	1	**PASE A LA PREG.81**
Entre el 1er y el 6to grados	2	
Entre el 7mo, 8vo o 9no grados	3	
En el 10ro, 11vo, o 12vo grados	4	
No he empezado a prepararme	5	**PASE A LA PREG.83**

81. ¿Alrededor de cuánto dinero ha ahorrado Ud. para las futuras necesidades educativas de su muchacho(a)?

(MARQUE UNA RESPUESTA)

Nada	01
Menos de $1,000	02
De $1,000 a $5,000	03
De $5,001 a $10,000	04
De $10,001 a $15,000	05
De $15,001 a $30,000	06
Más de $30,000	07

82. ¿Espera que esta cantidad cubra el costo total de su educación?

(MARQUE UNA RESPUESTA)

Sí	1
No	2
No sé	3

83. ¿Ha conversado con alguien o leído información acerca de las posibilidades de ayuda financiera para la educación de su muchacho(a) cuando termine la escuela superior/secundaria?

(MARQUE UNA RESPUESTA)

Sí	1–> **SIGA CON LA PREG.84, PAG.44**
No	2–> **PASE A LA PREG.85, PAG.44**

84. **¿Han tomado Ud. o su esposo(a)/compañero(a) alguna de las siguientes medidas para informarse sobre cómo y dónde solicitar ayuda financiera para que su muchacho(a) siga estudiando?**

(MARQUE UNA EN CADA LINEA)

		Sí	No
a	Habló con un consejero-guía de la escuela superior/secundaria	1	2
b.	Habló con un representante de una escuela vocacional/técnica o de una universidad	1	2
c.	Habló con un funcionario bancario encargado de otorgar préstamos	1	2
d.	Habló con otra persona bien informada	1	2
e.	Leyó información sobre ayuda financiera del Departamento de Educación de los E.E.U.U..	1	2
f.	Leyó información sobre ayuda financiera de una escuela vocacional/técnica o de una universidad	1	2
g.	Leyó sobre el tipo de ayuda financiera disponible a través de las fuerzas armadas	1	2

85. **¿Piensa utilizar fondos de alguno de los siguientes programas para ayudarse a costear la educación de su muchacho(a) cuando termine la escuela superior/secundaria?**

(MARQUE UNA EN CADA LINEA)

		Sí	No	**No conozco lo suficiente acerca de este programa para responder la pregunta**
a.	Préstamos	1	2	3
b.	Becas y subsidios ("scholarships", "fellowships" y "grants")	1	2	3
c.	Programas de trabajo	1	2	3

86. ¿Han solicitado Ud. o su esposo(a)/compañero(a) o su muchacho(a) fondos de alguno de los siguientes programas a fin de que les ayuden a pagar la educación de su muchacho(a) cuando termine la escuela superior/secundaria?

(MARQUE UNA EN CADA LINEA)

		Sí, se solicitó y se aprobó	Sí, se solicitó, no sé si se aprobó	Sí, se solicitó pero se negó	No, no se ha solicitado
a.	Préstamos	1	2	3	4
b.	Becas y subsidios ("scholarships", "fellowships" y "grants")	1	2	3	4
c.	Programas de trabajo	1	2	3	4

87. La siguiente es una lista de programas que otorgan préstamos para continuar los estudios después de la escuela superior/secundaria. Para cada programa, por favor indique hasta qué punto está Ud. informado(a) sobre el mismo.

(MARQUE UNA EN CADA LINEA)

		No conozco este programa	Conozco este programa	Mi adolescente ha presentado solicitudes a este programa
a.	Programa de préstamos estudiantiles del estado ("state student loan program")	1	2	3
b.	Programa federal de préstamos (tal como "Perkins" o un "Stafford Loan Program")	1	2	3
c.	Programa de préstamo estudiantil de un college o de una universidad	1	2	3
d.	Préstamo educativo conseguido a través de un banco privado	1	2	3

88. ¿Alguna vez su muchacho(a) ha solicitado ayuda financiera?

(MARQUE UNA RESPUESTA)

Sí	1–>	**PASE A LA PREG.90**
No	2–>	**SIGA CON LA PREG.89**

89. ¿Por cuál de los siguientes motivos no ha solicitado ayuda financiera su muchacho(a)?

(MARQUE UNA EN CADA LINEA)

		Sí	**No**
a.	Nuestra familia y nuestro muchacho(a) pueden pagar su educación	1	2
b.	Las notas/calificaciones y el puntaje en las pruebas de nuestro muchacho(a) no son lo suficientemente altos como para obtener un préstamo o beca	1	2
c.	Ni nosotros ni nuestro muchacho(a) deseamos dar información sobre nuestra situación económica	1	2
d.	Nuestro muchacho(a) no puede pedirla porque él/ella sólo seguirá sus estudios de tiempo parcial	1	2
e.	Se requiere demasiado papeleo para presentar las solicitudes de ayuda financiera	1	2
f.	No me fue posible obtener mucha información sobre cómo y dónde presentar la solicitud de ayuda financiera	1	2
g.	No hay fondos disponibles para ayuda financiera	1	2
h.	Otros familiares ayudarán a pagar/cubrir los gastos de la universidad de mi muchacho(a)	1	2
i.	Se nos pasó la fecha límite para presentar las solicitudes	1	2
j.	No sé como hacer las solicitudes	1	2

90. ¿Cuánto calcula que va a gastar el próximo año en los gastos de educación de su muchacho(a)?

(MARQUE UNA RESPUESTA)

Nuestro muchacho(a) quiere pagar su educación sin nuestra ayuda	1–>	**PASE A LA PREG.92, PAG.47**
Ninguno	2–>	**PASE A LA PREG.92, PAG.47**
Menos de $2,500	3	
De $2,500 a $4,999	4	
De $5,000 a $9,999	5	**SIGA CON LA PREG.91**
De $10,000 a $14,999	6	
De $15,000 a $19,999	7	
Más de $20,000	8	

91. ¿Hasta dónde está Ud. dispuesto(a) a endeudarse para costear los estudios de su muchacho(a) el año próximo?

(MARQUE UNA RESPUESTA)

Nada	00
Menos de $2,500	01
De $2,500 a $4,999	02
De $5,000 a $9,999	03
De $10,000 a $14,999	04
De $15,000 a $19,999	05
Más de $20,000	06

92. ¿Cuáles de las siguientes fuentes de ingresos utilizará Ud. para cubrir los futuros gastos de educación de su muchacho(a)?

(MARQUE UNA EN CADA LINEA)

	Sí	No
Sus ingresos actuales (o los de su esposo(a)/ compañero(a))	1	2
Sus ahorros o ventas de bienes (o los de su esposo(a)/ compañero(a))	1	2
Segunda hipoteca	1	2
Sus préstamos (préstamo personal, etc.)(o los de su esposo(a)/compañero(a))	1	2
Pagos de víveres ("alimony") o de mantenimiento infantil	1	2
Los ingresos o ahorros de sus hijos	1	2
Un "trust fund"	1	2
Contribuciones de familiares	1	2
Becas o subsidios	1	2
Préstamos estatales o federales	1	2
Seguro Social ("Social Security") o beneficios de la Administración de Veteranos	1	2
Otro	1	2

93. **Mientras llenaba este cuestionario, ¿lo/la ayudó alguien traduciéndole algo, aclarándole el significado de las preguntas, o con información?**

(MARQUE UNA RESPUESTA)

Sí . . . . 1 **SIGA CON LA PREG.94**

No . . . . 2 **PASE A LA PREG.95, PAG.49**

94. **¿Quién lo/la ayudó?**

(MARQUE UNA EN CADA LINEA)

		Sí	**No**
a.	Mi muchacho(a) cuyo nombre aparece en la cubierta	1	2
b.	Mi esposo(a)/compañero(a)	1	2
c.	Otro miembro de la familia	1	2
d.	Una de mis amistades	1	2
e.	Otra persona de la comunidad	1	2

94a. **Fecha en que completó el cuestionario.**

|__|__| / |__|__| / |9|2|
Mes Día Año

94b. **Por favor refiérase a la etiqueta en la cubierta/portada de este cuestionario. ¿Aparece la PARTE 6?**

Sí . . . . 1 **SIGA CON LA PREG. 95**

No . . . . 2 **PASE A LA PREG.108, PAG.54**

EN LA ETIQUETA QUE ESTA EN LA CUBIERTA DE ESTE CUESTIONARIO HAY UN ESPACIO RESERVADO PARA EL NOMBRE DE UNO DE LOS PADRES. SI SU NOMBRE FIGURA EN ESE ESPACIO, POR FAVOR PASE A LA PREGUNTA 108 EN LA PAGINA 54. SI SU NOMBRE NO FIGURA EN ESE ESPACIO, POR FAVOR SIGA CON LA PREGUNTA 95 QUE ESTA A CONTINUACION, EN ESTA MISMA PAGINA.

PARTE 6: PREGUNTAS ADICIONALES PARA NUEVOS PADRES EN NELS:88

95. **Hacia el 1° de febrero de 1988, ¿cuánto tiempo había vivido con Ud. el muchacho(a) cuyo nombre aparece en la cubierta de este cuestionario?**

☐

(MARQUE UNA RESPUESTA)

Todo el tiempo	1	**–> PASE A LA PREG.97, PAG.50**
La mayoría del tiempo	2	**SIGA CON LA PREG.96**
La mitad del tiempo	3	
Menos de la mitad del tiempo	4	

96. **Hacia el 1° de febrero de 1988, cuando no estaba viviendo con Ud., ¿con quién vivía la mayor parte del tiempo el muchacho(a) cuyo nombre aparece en la cubierta de este cuestionario?**

(MARQUE UNA RESPUESTA)

Solo(a)	01
Con su otro padre o madre	02
Con otro familiar adulto	03
El/ella vive en un internado	04
El/ella vive en la universidad	05
Con un guardián adulto no miembro de la familia	06
Con un amigo(a)	07
Con su esposo(a)	08
Otro	09

97. **En total, ¿cuántas personas dependían económicamente de Ud. (o de Ud. y de su esposo(a)/compañero(a)) hacia el 1° de febrero de 1988? Tome en cuenta a todos aquéllos que dependían de Ud. o de su esposo(a)/compañero(a) para cubrir la mitad o más de sus necesidades económicas. Incluya a personas que no vivían con Ud. o con su esposo(a)/compañero(a).**

Número total de dependientes (sin contarlo a Ud. o a su esposo(a)/compañero(a)):

(MARQUE UNA RESPUESTA

Ninguno	01
Uno	02
Dos	03
Tres	04
Cuatro	05
Cinco	06
Seis	07
Siete	08
Ocho o más	09

98. **¿Cuál era su estado civil hacia el 1° de febrero de 1988?**

(MARQUE UNA RESPUESTA)

Divorciado(a)	1
Viudo(a)	2
Nunca me he casado	3
Soltero(a), pero viviendo en una relación similar al matrimonio	4
Casado(a)	5

100. **¿De qué sexo es cada persona?** **(MARQUE UNA EN CADA COLUMNA)**

	Masculino	**Femenino**
Usted	1	1
Su esposo(a)/compañero(a) (si corresponde)	2	2

101. **¿Cuál es el *nivel más alto* de educación que cada uno de ustedes ha alcanzado? (Por favor marque con un círculo únicamente el nivel más alto que Ud. y su esposo(a)/compañero(a) han alcanzado).**

☐

(MARQUE UN NUMERO EN CADA COLUMNA)

	Ud.	Su esposo(a)/ compañero(a) (si corresponde)
Octavo grado o menos	01	02
Más allá del 8^{o} grado, pero sin graduarse de la escuela superior/secundaria	02	02
GED	03	03
Graduación de la escuela superior/secundaria	04	04
Escuela vocacional, de comercio o negocios después de la escuela superior/secundaria		
Menos de dos años	05	05
Dos o más años	06	06
Programa universitario		
Menos de dos años de universidad	07	07
Dos o más años de universidad (incluyendo un programa de dos años)	08	08
Graduado de la universidad (programa de cuatro o cinco años)	09	09
Escuela profesional o de posgrado		
Título de maestría o equivalente	10	10
Ph.D., M.D., u otro título profesional	11	11

102. **Nos gustaría saber el número de hermanos y hermanas que tiene su muchacho(a). Por favor tome en cuenta a todos los hermanos, incluyendo los medio hermanos(as), hermanastros y hermanastras, y a los hermanos y hermanas adoptivos, sin importar dónde vivan.**

(MARQUE UNA RESPUESTA)

Ninguno	01	**–>PASE A LA PREG.106, PAG.53**
Uno	02	
Dos	03	**SIGA CON LA PREG.103**
Tres	04	
Cuatro	05	
Cinco	06	
Seis o más	07	

103. **¿Cuántos de los hermanos y/o hermanas que indicó en la Pregunta 102 son mayores que su muchacho(a)?**

(MARQUE UNA RESPUESTA)

Ninguno	01
Uno	02
Dos	03
Tres	04
Cuatro	05
Cinco	06
Seis o más	07

104. **¿Cuántos de los hermanos y/o hermanas que indicó en la Pregunta 102 se han graduado de la escuela superior/secundaria?**

(MARQUE UNA RESPUESTA)

Ninguno	01
Uno	02
Dos	03
Tres	04
Cuatro	05
Cinco	06
Seis o más	07

105. **¿Cuántos de los hermanos o hermanas que indicó en la Pregunta 102 dejaron la escuela antes de graduarse de la escuela superior/secundaria?**

(MARQUE UNA RESPUESTA)

Ninguno	01
Uno	02
Dos	03
Tres	04
Cuatro	05
Cinco	06
Seis o más	07

106. **¿En qué año nació Ud.?**

(MARQUE UNA RESPUESTA)

1929 o antes	01
1930-1939	02
1940-1944	03
1945-1949	04
1950-1954	05
1955-1959	06
1960 o después	07

107. **¿En qué año nació su esposo(a)/compañero(a)?**
RECUERDE: Use la definición de "esposo(a)/compañero(a)" de la página 1.

(MARQUE UNA RESPUESTA)

1929 o antes	01
1930-1939	02
1940-1944	03
1945-1949	04
1950-1954	05
1955-1959	06
1960 o después	07
No corresponde	08

PARTE 7: INFORMACION PARA UNA FUTURA CONTINUACIÓN

El estudio en el que está participando se propone medir los cambios a través del tiempo en asuntos relacionados con la educación de su muchacho(a). Por tal razón, es posible que en el futuro intentemos ponernos nuevamente en contacto con Ud. Debido a la frecuencia con que las personas cambian de domicilio, necesitamos pedirle información que nos permitirá localizarlo(a) en el futuro. Por favor tenga la completa seguridad de que cualquier información que nos proporcione, ya sea sobre un familiar o sobre un amigo cercano de la familia, se utilizará únicamente para averiguar cómo podemos localizarlo(a) a Ud.

ANTES DE PONER CUALQUIER DATO EN NUESTRAS COMPUTADORAS, SE SEPARARAN ESTAS PAGINAS DE LA OTRA INFORMACION QUE USTED NOS HA DADO. SU NOMBRE NO SE VERA RELACIONADO CON LAS RESPUESTAS QUE UD. DIO A LA PARTE PRINCIPAL DE ESTE CUESTIONARIO.

108. ¿Cuál es su nombre y dirección?
☐

NOMBRE:

Apellido	Primer nombre	Segundo Nombre

DIRECCION:

Número	Calle	Número de Dpto.
Ciudad	Estado	Código postal (Zip)

AL IGUAL QUE TODAS LAS PREGUNTAS DE ESTE CUESTIONARIO, CONTESTAR A LAS PREGUNTAS 109-111 ES ENTERAMENTE VOLUNTARIO. SU NUMERO DE SEGURO SOCIAL SERA UTILIZADO UNICAMENTE PARA LOCALIZARLO(A) PARA UNA FUTURA CONTINUACION DEL ESTUDIO Y, COMO TODAS SUS RESPUESTAS, SE MANTENDRA BAJO ESTRICTA CONFIDENCIALIDAD.

109. ¿Cuál es su número de seguro social? **(ESCRIBA EL NUMERO ABAJO)**

☐☐☐ - ☐☐ - ☐☐☐☐

110. ¿Tiene teléfono?

(MARQUE UNA RESPUESTA)

Sí . . . . 1 **—> SIGA CON LA PREG.111**
No . . . . 2 **—> PASE A LA PREG.112, PAG.55**

111. ¿Cuál es su número de teléfono?

TRABAJO: (______) ____________________
Código de Area Número

HOGAR: (______) ____________________
Código de Area Número

112. ☐ **¿Cuál es el nombre y la dirección de un pariente cercano que no viva con Ud.? Escoja a alguien que probablemente sepa cómo localizarlo(a) en caso de que Ud. se cambie de casa.**

NOMBRE:

_______________ _______________ _______________
Apellido Primer nombre Segundo nombre

DIRECCION: ______________________________ _______________
Número Calle Número de Dpto.

_______________ _______________ _______________
Ciudad Estado Código Postal (ZIP)

113. **¿Este pariente tiene teléfono?**

(MARQUE UNA RESPUESTA)

Sí . . . . 1 SIGA CON LA PREG.114
No . . . . 2 PASE A LA PREG.115

114. **¿Cuál es el número de teléfono de este pariente?**

TELEFONO: (si lo sabe) (______) ____________________
Código de Area Número

115. **¿Cuál es la relación de esta persona con Ud.?**______________________________

116. **¿Cuál es el nombre y la dirección de un amigo cercano de la familia que no viva con Ud.? Escoja a alguien que pueda saber cómo localizarlo(a) en caso de que Ud. se cambie de casa.**

NOMBRE:

_______________ _______________ _______________
Apellido Primer nombre Segundo nombre

DIRECCION: ______________________________ _______________
Número Calle Número de Dpto.

_______________ _______________ _______________
Ciudad Estado Código Postal (ZIP)

117. **¿Este amigo(a) tiene teléfono?** (MARQUE UNA RESPUESTA)

Sí . . . . 1-->SIGA CON LA PREGUNTA 118
No 2

118. **¿Cuál es el número de teléfono de este amigo(a)?**

TELEFONO: (si lo sabe) (______) ____________________
Código del Area Número

MUCHAS GRACIAS POR SU
COOPERACION

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Appendix O

Errata in NELS:88 Publications Printed after October 1994

Corrections to NELS:88 Publications Printed after October 1994

NELS:88 First Follow-Up Final Technical Report, NCES 94-632

Page 144. The word "will" was omitted from the last sentence: "IRT theta scores ____ be included..."

Profile of the American High School Sophomore, NCES 95-086

Page 79; Table 4.2. Labels are reversed for HIGH SCHOOL PROGRAM; the estimates for "General" occur on the first line but are labeled "Academic;" estimates for "Academic occur on the second line but are labeled "General."

All NELS:88 Second Follow-Up Data File User's Manuals

Glossary Appendix. The definition of Language Minority should read "Language minority refers to students who come from homes in which a non-English language is spoken. The English language skills of LM children range from not being able to speak English at all to being fully proficient in English."

Student Component Data File User's Manual, NCES 94-374

H-23, H-24, H-25, and H-26. Under the description for F2TRSTYP, the variable F2TROUT should be spelled F2RTROUT.

Page 67; Footnote 19. Disregard the last sentence of this footnote.

School Component Data File User's Manual, NCES 94-376

Page 34; Table 3.2.1-1. Number of cases should read 24,599.

Page 78; Table 7-1. Numbers in column labeled "Number of Variables on Public Use Version" are incorrect. A correct version of Table 7-1 can be found in the *NELS:88 Second Follow-Up Student Component Data File User's Manual.*

Teacher Component Data File User's Manual, NCES 94-379

Page 11; Paragraph 1, Line 3. This line should read "student sample from the 251 participating..."

Page 11; Paragraph 4. Misspelling in line 8 should read "...though a few took place as late as June 1992."

Page 77; Table 7-1. Numbers in column labeled "Number of Variables on Public Use Version" are incorrect, a correct version of Table 7-1 can be found in the *NELS:88 Second Follow-Up Student Component Data File User's Manual.*

Parent Component Data File User's Manual, NCES 94-378

Page 36; Table 3.2.1-1. Number of cases should read 24,599.

Page 78; Table 7-1. Numbers in column labeled "Number of Variables on Public Use Version" are incorrect, a correct version of Table 7-1 can be found in the *NELS:88 Second Follow-Up Student Component Data File User's Manual*.

Transcript Component Data File User's Manual, NCES 95-377

Page 78; Table 7-1. Numbers in column labeled "Number of Variables on Public Use Version" are incorrect. A correct version of Table 7-1 can be found in the *NELS:88 Second Follow-Up Student Component Data File User's Manual*.

Pages 26 - 29. Text and tables do not match. The tables report conditional design effects; the text cites unconditional design effects. For a correctly matched version of this discussion, see chapter 4 of the *NELS:88 Base Year Through Second Follow-Up Sampling Design, Weighting and Estimation Report*. Also see the transcript component standard error and design effect tables in the appendix to this report.

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Abstracts[1]

1. Hafner, A., Ingels, S.J., Schneider, B., and Stevenson, D.L. ***A Profile of the American Eighth Grader***, 1990; NCES 90-458.

   Descriptive statistics and associated analysis on American eighth graders are presented based on data from the 1988 National Education Longitudinal Study. The study will be repeated with the same cohort at 2-year intervals. Study variables cover attitudes, school performance, and activities of the eighth-grade students. In addition to direct student data, the study design incorporates data from students' school principals, parents, and teachers to identify additional factors that affect student achievement. In addition to a general statistical profile of the target population, statistics and accompanying analyses cover mathematics and reading performance, at-risk issues, school safety and climate, and high school and college plans. Focus is on circumstances under which children flourish and succeed. The study included a clustered, stratified national probability sample of about 800 public and 200 private schools. Almost 25,000 students participated in the base-year study. The sample represents the nation's eighth-grade population, totaling about 3 million eighth-graders in over 38,000 school in the spring of 1988. Results reveal that the American eighth-grade population is very diverse. One out of every five students is unable to perform basic arithmetic tasks, and 14% of the students are unable to perform basic reading comprehension tasks. Pertinent methodological discussions and associated data are appended. (Fifteen graphs and 69 data tables are included; 66p.)

2. Rasinski, K.A., and West, J. ***NELS:88: Eighth Graders' Reports of Courses Taken During the 1988 Academic Year by Selected Student Characteristics***, 1990; NCES 90-459.

   This set of tables examines self-reports of coursework taken by a national probability sample of eighth graders in public and private schools in the United States. Statistics were obtained from the base-year student survey of the National Education Longitudinal Study of 1988 (NELS:88). Estimates in the tables are based on a sample of 24,599 students in 1,052 schools across the nation. Technical notes follow 45 pages of tables. Three basic sets of tables on self-reported course-taking are provided in the areas of: (1) mathematics, science, and computer education (Tables 1.1 to 1.5); (2) English, foreign language, history, social studies, and religion (Tables 2.1 to 2.5); and (3) arts, vocational education, and personal development (Tables 3.1 to 3.5). Within each set of tables, the first table shows course-taking across all schools. Subsequent tables show course-taking for public, Catholic, independent private, and other private schools. In addition to information about the sample, the technical notes contain information about survey design, response rates, variables used in the tables, and methods for estimating standard errors. An appendix contains standard errors of estimates and unweighte sample sizes for levels of classification variables. (68 p.)

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[1] Abstracts are taken from ERIC when available, otherwise from the NELS:88 bibliography maintained by NORC under the NELS:88 third follow-up contract. As of press time, abstracts were not yet available for items 30 and 31.

3. Hoachlander, E.G. ***A Profile of Schools Attended by Eighth Graders in 1988***, 1991; NCES 91-129.

   As part of the National Education Longitudinal Study of 1988 (NELS:88), this study examined the schools attended by eighth-graders in 1988, the year during which the more than 25,000 eighth-graders of the cohort were first studied. NELS:88 provides information on 802 public schools, 105 Catholic schools, 68 other religious schools, and 60 private, non-religious schools. Throughout the report, the unit of analysis is the school rather than students or teachers. Most of the school data were provided by school administrators. The data are used to develop a profile of the schools attended by eighth- graders, with information about various aspects of the learning environment, school policies and programs, and administrators' assessments of school climate. In 1988, 87.9% of eighth-graders attended public schools, 7.6% attended Catholic schools, 2.9% attended other religious schools, and 1.5% attended private non-religious schools. The study shows that eighth-graders learned under a wide range of different conditions in both public and private schools. Fifty-six data tables and five graphs are included. Appendices contain technical notes, information about the accuracy of estimates and procedures, standard errors and unweighted "N"s, and 56 additional tables. (119 p.)

4. Rock, D.A., Pollack, J.M., and Hafner, A. ***The Tested Achievement of the National Education Longitudinal Study of 1988 Eighth-Grade Class***, 1991; NCES 91-460.

   Sixty tables are presented, which examine the test achievement of a national probability sample of eighth graders in public and private schools. Statistics were obtained from the base-year student survey of the National Education Longitudinal Study of 1988 (NELS:88). Its purpose is to provide policy-relevant data concerning the effectiveness of schools, curriculum paths, special programs, variations in curriculum content, and/or mode of delivery in bringing about educational growth. The NELS:88 test battery includes four tests: (1) reading comprehension; (2) mathematics; (3) science; and (4) history/citizenship/government. This report is a tabular summary of achievement test scores for approximately 24,000 eighth graders from 1,052 schools. Results are grouped into: student background variables; parental involvement variables; and school characteristics and school climate. Reading and mathematics tables contain, in addition to mean scores, the percentage of each group scoring at each proficiency level and the standard error of the percentage estimate. Effect sizes are included to compare group differences. Technical notes on survey design, response rates, variables in the tables, significance testing, and methods for estimating standard errors and effect sizes follow the tables. (122 p.).

5. McMillen, M. ***Eighth to Tenth Grade Dropouts***, 1992; Statistics in Brief series, NCES 92-006.

   This report presents data from the 1988 National Education Longitudinal Study (NELS:88), which started with an eighth-grade cohort and aimed to provide data on dropout experiences as students made the transition into high school and to examine the contextual school and family factors associated with dropping out. The report explains the parameters of the study, the survey methodology, and the data reliability. The data are presented in the following bar graphs: (1) 8th to 10th grade cohort dropout rates by race/ethnicity and sex; (2) 8th to 10th grade cohort dropout rates by region and metropolitan status; and (3) 8th to 10th grade cohort dropout rates by eighth- grade school (public, Catholic, religious private, and non-religious private). (7 p.).

6. Owings, J.A., and Peng, S. ***Transitions Experienced by 1988 Eighth Graders***, 1992. NCES 92-023.

   This brief report presents findings regarding two types of transitions experienced by students as they move between the eighth and 10th grades: continuing or dropping out of school and transferring between sectors. While 98% of public school students remained in public schools, over one-third of Catholic school eighth graders and over 25% of National Association of Independent Schools students transferred to public or other private schools. About 6% of all eighth graders were classified as dropouts by spring of their scheduled 10th-grade year. For most students, the move between eighth and 10th grades involves a change of schools and exposure to new educational settings. These transitions may have an impact on student learning and personal development. Consequently, differences in transition patterns and possible outcomes are of major interest. Data were obtained from the base year and first follow-up surveys of the National Education Longitudinal Study of 1988 (NELS:88), which began in 1988 with a sample of 1,052 schools and 24,599 eighth graders. In the spring of 1990, 17,424 students were studied in the first follow-up to determine their education status and progress, and school, community, and work experiences. Four tables present study data, and five graphs illustrate trends from 1988 to 1990. (13 p.).

7. Kaufman, P., and Bradby, D. ***Characteristics of At-Risk Students in NELS:88***, 1992; NCES 92-042.

   The study described in this report examined the characteristics of eighth-grade students who were at risk of school failure. The study used data from the National Education Longitudinal Study of 1988, which is a large-scale, national longitudinal study begun in the spring of 1988 when 25,000 eighth graders attending public and private schools across the nation were surveyed along with the students' parents, teachers, and school principals. The students were re-surveyed in 1990, and the base year and follow-up data of NELS:88 taken together provide a wealth of information about eighth graders' as they move in and out of the U.S. school system and into the varied activities of early adolescence. This study, focused on at-risk students within the eighth-grade cohort, examined the following sets of variables: (1) basic demographic characteristics; (2) family and personal background characteristics; (3) the amount of parental involvement in the student's education; (4) the students' academic history; (5) student behavioral factors; (6) teacher perceptions of the students; and (7) characteristics of the students' schools. Black, Hispanic American, and Native American students and students from low-socioeconomic backgrounds were more likely to be at-risk. Male eighth graders were more likely to have low basic skills, but were no more likely to drop out. After controlling for sex and socioeconomic status, Black and Hispanic American dropout rates were found to be the same as that for Whites. However, even when controlling for sex and economic status, Black and Hispanic American students were more likely than White students to perform below basic proficiency levels. (Included are 15 tables in the text and 31 tables in 2 appendixes; 107 p.).

8. Bradby, D. ***Language Characteristics and Academic Achievement: A Look at Asian and Hispanic Eighth Graders in NELS:88***, 1992; NCES 92-479.

   This report examines the demographic and language characteristics and educational aspirations of Asian American and Hispanic American eighth graders and relates that information to their mathematical ability and reading comprehension as measured by an achievement test. Special attention is paid to students who come from homes in which a non-English language is spoken. Of the 1,505 Asian American students evaluated, 73 percent were reported as language minorities (LMs), while 77 percent of the 3,129 Hispanic American students evaluated were LMs. Of the LM students, 66 percent of the Asian Americans had high English proficiency as compared to 64 percent of the LM Hispanic Americans. Both Asian American and Hispanic American groups had 4 percent of LM students showing low English proficiency. Overall, the study found many similarities between the two groups. However, differences are apparent when data are divided along language proficiency, mathematics achievement, aspiration, and other measures. Statistical data are provided in 33 tables and 44 graphs. Appendices present selected survey questions, technical notes and methodology, and 109 standard error tables. (197 p.).

9. Horn, L., and Hafner, A. ***A Profile of American Eighth-Grade Mathematics and Science Instruction***, 1992; NCES 92-486.

   This report profiles the mathematics and science instruction received by eighth graders (11,414 eighth graders had teacher reports in mathematics and 10,686 in science) in public and private schools in 1988. A preface lists highlighted findings, tables, and figures included in the document. The body of the report consists of five chapters. Chapter I discusses the purpose and format of the report and limitations of the study. Chapters II and III examine the relationship of various aspects of mathematics and science instruction to students' socioeconomic status and race-ethnicity and type of school attended. Among the aspects examined were the major topics taught, average class size, hours per week attended, allocation of class time, assigned homework, availability of instructional materials, student attitudes toward mathematics and science, and teacher characteristics and qualifications. Chapter IV examines mathematics and science achievement test scores in relation to the various components of instruction measured in the study. Chapter V provides a descriptive profile of the mathematics curriculum, the science curriculum, teacher characteristics and qualifications, classroom characteristics, school type differences, and students' opportunity to learn based on the findings. Appendices that describe the methodology employed and standard errors of estimates reported in tables and figures in the text are provided. (121 p.).

10. Horn, L., and West, J. ***A Profile of Parents of Eighth Graders***, 1992; NCES 92-488.

    This report profiles the family characteristics and the level of involvement reported by the parents of 1988 eighth graders, using the base year survey and dropout data from the first follow-up. About 93 percent of the parents of the first year sample were interviewed to provide information about home life and family experiences. This study examined child-directed involvement, including activities such as parent-child discussions and school-directed involvement such as parent-teacher association membership and volunteering in the school. There was some indication that parent involvement was related to whether or not students scored below the basic level in reading or mathematics proficiency, but there was a strong relationship between parent involvement and whether or not a student dropped out of school between the 8th and 10th grades. There are 26 tables and 18 figures presenting study findings. (121 p.).

11. Green, P.J. ***High School Seniors Look to the Future, 1972 and 1992,*** 1993; Statistics in Brief series, NCES 93-473.

    In light of the many changes of the past 20 years, it may be expected that plans of high school seniors for further education may have also changed, along with the kinds of jobs they expect to have and the things they regard as important. These questions are examined through data from the National Longitudinal Study of 1972 (NLS-72) and the National Education Longitudinal Study in 1988 (NELS:88), the 1992 Second Follow-Up. The proportion of seniors in academic or college preparatory programs was approximately the same in both years, although enrollment in the general track increased and enrollment in vocational education decreased. In 1992, there was little difference between the sexes in high school program placement. In 1992, only 5.3 of students reported that they would not attend some kind of school after high school, but in 1972, 18.9% had reported that they would not continue. Eighty-four percent in 1992 planned to go to college, compared with the 63% who planned to attend in 1972. Differences for females were dramatic, with female seniors in 1992 four times more likely to plan on graduate or professional school as in 1972. Nearly 60% in 1992 planned a professional career, compared with approximately 45% in 1972. Changes in values were most marked among women, who in 1992 espoused values closer to those traditionally held by men. One figure and three tables present data about the two populations. (6 p.)

12. McMillen, M., Hausken, E., Kaufman, P., Ingels, S., Dowd, K., Frankel, M. and Qian, J. ***Dropping Out of School: 1982 and 1992,*** Issue Brief series, 1993; NCES 93-901.

    In recent years, concern over students dropping out of school has increased. A primary focus is the size of the dropout population, a question that has been addressed in two National Center for Education Statistics (NCES) longitudinal studies. Both studies provide the data needed to consider the dropout experiences between the sophomore and senior years of two groups of students a decade apart in time. Over the 10 years between the 1980-82 High School and Beyond survey (HS&B) and the 1990-92 data from the National Education Longitudinal Study of 1988 (NELS:88) (follow-ups), there was a 43 percent reduction in the percent of sophomores who dropped out of school. The NELS:88 rate for the sophomore cohort of 1990 is 6.2 percent. Relative rankings for racial and ethnic groups did not change over the decade, and in both cohorts the dropout rates for Hispanics were higher than those for Whites and Asians. Rates for Blacks were between those of Hispanic Americans and Whites. In both periods, failure in school and dislike for school were major factors leading students to drop out of school. Pregnancy and marriage were important factors influencing females' decisions to leave school early. Three figures illustrate the discussion. (3 p.)

13. Rasinski, K.A., Ingels, S.J., Rock, D.A., and Pollack, J. ***America's High School Sophomores: A Ten Year Comparison, 1980 - 1990,*** 1993; NCES 93-087.

    This study of high school sophomores in 1980 and 1990 compares the experiences of students in the two cohorts, identifying changes in in-school and out-of-school activities, academic achievement, self-concept, values, plans, and aspirations. Similarities and differences between the two groups are documented using data from the National Education Longitudinal Study of 1988 (NELS:88) and High School and Beyond (HS&B, 1980). HS&B and NELS:88 sophomores are marked by basic demographic differences, including the smaller size of the NELS:88 1990 cohort, reflecting the baby bust of the 1970s, and a higher proportion of racial minority and poverty status sophomores in 1990. NELS:88 sophomores also reflect the influence of various waves of school reform since the late 1970s and early 1980s. Overall, the comparison paints a pictures that is in most respects encouraging in its portrayal of the high school academic orientation and postsecondary expectations of the 1990 sophomore class. Positive changes, however, are typically small or moderate in magnitude. Among the findings are: (1) general and college preparatory program placement has increased, at the expense of vocational program placement; (2) patterns of extracurricular participation changed especially in musical activities (31% in 1980 to 22% in 1990) and in hobby clubs (21% in 1980 to 7% in 1990); (3) changes in sophomores giving high importance to particular life values (e.g., marriage and family 83% rating this as very important in 1980, 72% in 1990); (4) small but statistically significant increase in the number of females aspiring to traditionally male-dominated non-professional occupations (15.6% in 1980 versus 18.% in 1990). Sixteen tables and 13 figures present data from the 2 studies. Three appendixes contain information about the survey sample sizes, standard errors, and other methodological and technical information. Appendix A contains an additional 20 data tables. (Contains 46 references; xiv, 98 p.)

14. Rock, D.A., Owings, J.A., and Lee, R. ***Changes in Math Proficiency Between Eighth and Tenth Grades.*** 1994; NCES 93-455.

    This report in the NCES Statistics in Brief series illustrates use of the NELS:88 dichotomous proficiency scores for conducting achievement gain analysis (see Scott, Rock, Pollack and Ingels [entry 21] for an illustration of an alternative gain analysis strategy, the use of continuous probability of mathematics proficiency scores). The findings presented in this report suggest that course-taking patterns in mathematics between eighth grade and the sophomore year of high school represent an important factor in explaining growth in math proficiency. For example, even after controlling for eighth-grade math proficiency, higher math gains were associated with course-taking patterns that reflected advanced level math courses. The report also suggests that eighth-grade students who have higher aspirations for postsecondary education are also more likely to show positive math gains. (20 p.)

15. Finn, J.D. ***School Engagement and Students At Risk***, 1993; NCES 93-470.

    To examine the proposition that students who do not remain active participants in class or school may be at risk for school failure, regardless of status characteristics such as ethnicity or family income, two studies of engagement and achievement were conducted. The studies used a nationwide sample of eighth-grade students from the U.S. Department of Education's National Educational Longitudinal Study of 1988 (NELS:88) survey. The first study examined the association of participation in school and classroom activities with academic achievement in 15,737 eighth-graders attending public schools. The study found that participation and academic achievement were positively related, even after controlling for gender, ethnicity, and socioeconomic status. The second study examined behaviors that distinguish students who are at risk, but who are successful in school subjects, from their less successful peers. A sample of 5,945 eighth-graders identified as at risk by virtue of race, home language or socioeconomic status were classified as unsuccessful, passing, or successful, based on reading and mathematics achievement tests. It was found that achievement groups were distinct in terms of variety of classroom participation behaviors, out-of-class participation, and interactions with their parents regarding school. Three major conclusions were drawn from the investigation: (1) behavioral risk factors are indeed related to significant outcomes of schooling; (2) risk behaviors have their roots in the early school years or before; and (3) more attention should be given by educators and researchers to encouraging the potential of "marginal" students. Further research is needed to identify manipulable aspects of classroom and school processes that encourage student engagement. Appendices provide details of the measures used in the studies and the standard deviations and correlations of the measures. Contains 91 references. (117p.).

16. Rasinski, K.A. ***The Effect of High School Vocational Education on Academic Achievement Gain and High School Persistence: Evidence from NELS:88***, 1994; Report to the Office of Research, OERI, U.S. Department of Education.

    This analysis of the effects of vocational education on academic achievement and high school persistence was prepared for the National Assessment of Vocational Education. Data from the NELS:88 high school transcript study were analyzed to assess the influence of vocational programs and vocational courses on gains in tested achievement in mathematics, science and reading. The analysis also addresses the issue of whether, regardless of their effect on achievement gain, vocational programs serve to keep students from dropping out of high school.

17. Ingels, S.J., Schneider, B., Scott, L.A., and Plank, S.B. ***A Profile of the American High School Sophomore in 1990***, 1994; NCES 95-086.

    This cross-sectional statistical analysis report supplies descriptive analyses of the educational situation of a representative sample of the nation's 1990 sophomores (comprising 1988 eighth-grade cohort members who were in tenth grade in the spring term of 1990 and "freshened" sophomores, students new to the sample who were not in the base year sampling frame, either because they were not 1987-88 eighth graders or not in the United States). *Chapter 1* provides an in-depth view of tenth-grade learning and achievement in mathematics. *Chapter 2* supplies a summary of tenth-grade course-taking patterns and instructional practices in science, reading, social studies, and foreign language. *Chapter 3* explores the tenth grader's life outside of school, including the process of educational decision making. *Chapter 4* reports on sophomores' plans for the future, including their educational expectations and aspirations. Taken together, these four chapters provide a statistical profile of the American high school sophomore in 1990, which is summarized in *Chapter 5*. Appendices A and B provide technical notes and tables of standard errors of measurement and sample sizes for all reported population estimates. Appendix C contains further information about NELS:88 in general and the first follow-up in particular. Appendix D presents additional tabulations on reading and social studies achievement.

18. Myers, D., and Heiser, N. ***Students' School Transition Patterns between Eighth and Tenth Grades Based on NELS:88***, 1994; NCES 94-137.

    Analysis of NELS:88 data makes it possible to explore the relationships between student and family characteristics and the likelihood of shifting among public and private schools as students progress from eighth to tenth grade. This study examines the characteristics of students who switch between sectors (public to private, or private to public) as they move from eighth to tenth grade. Five sets of variables were examined to estimate the association between variations in the students' transition patterns and student and family characteristics: (1) basic student and family background characteristics; (2) the amount of parental involvement in the student's education; (3) the student's academic achievement and educational expectations; (4) the characteristics of the student's school; and (5) parental satisfaction with the student's school. Examination of these characteristics permits four research questions to be addressed: (1) How many students shift between the public and private school sectors? How many students shift from one private school to another?; (2) Who shifts between sectors? Are family background factors, parental involvement, or students' academic achievement or educational expectations associated with variations in transition patterns?; (3) Are school characteristics associated with students' propensity to move between school sectors?; (4) Do parents who are dissatisfied with their children's school shift their children to another type of school?

19. Green, P.J., Dugoni, B.L., Ingels, S.J., and Camburn, E. ***A Profile of the American High School Senior in 1992***, NCES, 1995; NCES 94-384.

This statistical analysis report examines the background of 1992 high school seniors, the school environment which shaped their senior year experiences, the curriculum in which they were enrolled, their academic achievement, their plans and expectations for the future, and their non-academic experiences during this important period of development. *Chapter 1* provides a demographic profile of high school seniors. *Chapter 2* depicts their school and peer environment by recording seniors' perceptions of school, of the safety of their school, and of the values of their peers. *Chapter 3* describes their course and program enrollments. *Chapter 4* examines the tested achievement of 1992 seniors. *Chapter 5* describes their short-term plans--their postsecondary plans, steps they have taken to gain entrance to college, and factors they considered in choosing a postsecondary institution. *Chapter 6* reports on seniors' plans and expectations for the future. Finally, *chapter 7* describes the senior cohort's experiences outside of school--use of illicit drugs and alcohol, television viewing, jobs, participation in school government, and community volunteer work. Taken together, these seven chapters provide a statistical profile of the American high school senior in 1992. Appendices provide unweighted (sample) Ns and standard errors.

20. Scott, L.A., Rock, D.A., Pollack, J.M., and Ingels, S.J. ***Two Years Later: Cognitive Gains and School Transitions of NELS:88 Eighth Graders***, 1995; NCES 94-436.

This statistical analysis report describes the growth in cognitive skills and achievement, and the continuities and discontinuities experienced in school and at home by the NELS:88 eighth grade-cohort during the two years between the study's base year (1988) and first follow-up (1990) surveys. Four distinct topics are addressed, involving both school dropouts and persisters. (1) By 1990, some 1988 eighth graders were dropouts; this report describes their characteristics and the reasons they gave for dropping out of school. (2) This report presents findings on patterns of school transition--changing from a public eighth-grade school to a private high school or vice versa--and the changes in perception of safety and overall learning environment cohort members experienced after moving from a typically more homogeneous middle school environment to a more heterogeneous high school environment. (3) Additionally, this report summarizes major changes in home life and family, such as the divorce or remarriage of a parent, that also occurred during cohort members' transition to and/or early years of high school. (4) Finally, this report examines the 1988-90 achievement gain of the eighth-grade cohort, thus addressing several basic questions: How much did students gain in achievement in the two years following eighth grade?; Who gained, in what subjects, and (for mathematics) where or in what way (that is, at what skill or proficiency level)? The qualitative analysis of growth in mathematics achievement illustrates use of the NELS:88 continuous measure of probability of proficiency (see Rock, Owings and Lee [1994, entry 15] for an illustration of gain score analysis using NELS:88 dichotomous mathematics proficiency scores).

21. Green, P.J., Dugoni, B.L., and Ingels, S.J. ***Trends Among High School Seniors, 1972 - 1992.*** NCES, 1995; NCES 94-380.

This statistical analysis report compares the NLS-72 1972, HS&B 1980, and NELS:88 1992 senior cohorts. It supplies a sociodemographic description of the three senior cohorts. The report compares the cohorts' high school program placement, course-taking and achievement, as well as participation in extracurricular activities. It also compares 1972, 1980 and 1992 seniors' plans for the next year, noting the proportions who planned to work full-time in the year following graduation, the type of postsecondary institution seniors planned to attend, college selection, and major field of study. Finally, the report compares the future educational and occupational aspirations of the three senior cohorts.

22. Green, P.J., and Scott, L.A. ***"At-Risk" Eighth Graders Four Years Later,*** NCES, 1995; NCES 95-736.

This publication in the NCES Statistics in Brief series extends to the 1992 second follow-up the analysis of "at risk" factors begun by Hafner, Ingels, Schneider, and Stevenson (1990) with the base year data and continued by Scott, Rock, Pollack and Ingels (1995) with the first follow-up data. Approximately 26 percent of eighth grade students had an "at risk" characteristic and 20 percent had two or more of these risk factors. Examining the outcomes of at-risk eighth graders four years later (1992), Green and Scott examine both achievement outcomes and social and behavioral outcomes. With respect to achievement, Green and Scott report that (1) approximately one in six adolescents with multiple risk factors were unable to comprehend basic written information, testing below the basic level in reading in 1992. In comparison, only about one in twenty of those with no risk factors were unable to demonstrate basic reading skills. (2) At-risk students were more likely than others in 1992 to test poorly in mathematics. Over half of those with multiple risk factors tested at the basic level, or below, In contrast, only about a fifth of those with no observed risk factors tested at that level. (3) Nearly one-third of students with multiple risk factors could not demonstrate even a "common knowledge" of science. Only 12.2 of students with no risk factors failed to demonstrate competence at this basic level. In respect of 1992 social and behavioral outcomes, and 1992 graduation status, Green and Scott report (1) Students who had multiple risk factors in 1992 were **no more likely** than others to report using illicit drugs (marijuana or alcohol), or to report abusing alcohol than those with no risk factors. (2) Eighth graders who had multiple risk factors in 1988 were more likely than others to have a child in 1992--18.9 percent compared to 5.4 percent. (3) Students with multiple risk factors were more likely than others to report being suspended, and being sent to a juvenile home or detention center. (4) Among 1988 eighth graders with no risk factors, ninety percent had earned a high school diploma by 1992. Among 1988 eighth graders with multiple risk factors, sixty percent had earned their high school diploma by 1992, while the other forty percent had not.

23. Rock, D.A., and Pollack, J.M. ***Mathematics Course Taking and Gains in Mathematics Achievement.*** NCES, 1995; NCES 95-714.

This publication in the NCES Statistics in Brief series extends to the 1992 second follow-up the analysis of 1988-1990 test score gains reported in Scott, Rock, Pollack and Ingels (1995). However, instead of self-report data on courses completed, Rock and Pollack utilize the results of the NELS:88 high school transcript study. Rock and Pollack found that when student gains in tested mathematics achievement were cross-classified by grade in school and highest level of mathematics course taken:

- Slightly over 60 percent of high school students do not go beyond the algebra 2/geometry level of coursework.
- Approximately 1 out of 9 students take a calculus course while in high school; about 1 out of 4 students, in contrast, never go past algebra in their high school career.
- Growth in arithmetic, algebra, and geometry achievement appears to be greater in the first two years of high school than in the last two years for almost all course-taking categories.
- Students who take the more advanced mathematics courses show greater gains, both between 8th and 10th grade, and between 10th and 12th grade.
- Students who do not take advanced courses make greater gains on test items dealing with computational skills, while students in the advanced courses make larger gains on test items requiring conceptual understanding and problem-solving skills. In fact, for these students, significant growth does not occur until they move into the pre-calculus level of coursework.

24. Hoffer, T.B., Rasinski, K.A., and Moore, W. ***Social Background Differences in High School Mathematics and Science Coursetaking and Achievement.*** NCES, 1995; NCES 95-206.

This publication in the NCES Statistics in Brief series uses NELS:88 test and transcript data to address two questions: (a) To what extent do students from different social backgrounds differ in the numbers of courses they complete during high school and in their final levels of academic achievement? And (b) Does additional coursework have comparable relationships to measured achievement gains during the high school years for students from different backgrounds. Hoffer, Rasinski and Moore report the following findings: (1) Gender differences in the numbers of science and mathematics courses students complete are not significant. Students from higher socioeconomic families, however, complete more courses in these subjects. (2) The numbers of math and science courses students complete in high school are strongly related to how much their test scores increase from the end of eighth grade to the end of senior year. (3) Additional coursework pays off about equally for all students in terms of increasing achievement gain, regardless of gender, race-ethnicity, and social class.

25. Owings, Jeffrey, Marilyn McMillen, John Burkett, and Bruce Daniel. ***Making the Cut: Who Meets Highly Selective College Entrance Criteria?*** NCES 1995; NCES 95-732.

This issue brief uses NELS:88 1992 senior data to examine what proportion of graduates who meet the entrance criteria of highly selective colleges. The authors found that only 5.9 percent of college-bound seniors met the highly selective criteria that included: (a) a high school GPA of 3.5 or higher; (2) a score of 1100 or higher on the SAT; (3) a course-taking pattern that included four English credits, three mathematics credits, three science credits, three social studies credits, and two foreign language credits; (4) positive teacher comments regarding student; and (5) participation in two or more school-related extracurricular activities. After lowering the cutpoints on SAT scores (950), GPA (3.0), English credits (three), social studies (two), and foreign language credits (less than two), the percentage meeting the lower requirements increased the proportion making the reduced cut to 19.5 percent.

26. Peng, Samuel S., DeeAnn Wright, and Susan T. Hill. ***Understanding Racial-Ethnic Differences in Secondary School Science and Mathematics Achievement.*** NCES 1995; NCES 95-732.

This study was designed to address two related issues: Why are blacks, Hispanics, and American Indians underrepresented in science and mathematics-related fields, and why do students of these minority groups have lower achievement test scores in science and math than other students? Factors associated with lower achievement include: a larger percentage of these minority students come from families in poverty; a larger percentage attend disadvantaged schools; a larger percentage suffer from lack of persistent effort and active involvement in school; a larger percentage are placed in lower tracks and non-college preparatory programs.

27. Owings, Jeffrey, Marilyn McMillen, and Bruce Daniel. ***Who Can Play? An Examination of NCAA's Proposition 16.*** NCES 1995; NCES 95-763.

This analysis uses NELS:88 1992 data to examine how many college-bound seniors could meet the National Collegiate Athletic Association's 1996 (Proposition 16) minimum academic eligibility requirements. The authors found that five-sixths of 1992 college-bound high school seniors met current requirements but only two-thirds met the new (Proposition 16) requirements. Half of black and Hispanic college-bound seniors met the requirements as compared to 67 percent of white and Asian college-bound seniors.

28. Hoffer, T.B., and Moore, W. ***High School Seniors' Instructional Experiences in Science and Mathematics.*** NCES 95-278, 1996.

    This statistical analysis report examines the instructional experiences of high school seniors in the subjects of science and mathematics. Two general questions are addressed: Why do students' experiences differ? and What consequences do the differences have for student academic achievement? The authors report that (1) student background variables are associated with instructional differences, but these associations are mostly reflections of the correlation of student background variables with the achievement level or track of the class. The most powerful predictor of instructional differences is the track of the class, which overshadows the influence of social background and school characteristics. (2) Some effects of background persist even after the impact of track level is factored out. (3) School policy variables have significant effects on several aspects of instruction. (4) Most instructional measures examined for mathematics show significant associations with learning. For example, controlling for sophomore achievement, social background, school characteristics, track, and teacher credentials, the finding persists that students whose teachers place greater emphasis on higher-order skills and lower emphasis on practical applications learn more.

29. Sanderson, Allen, Bernard Dugoni, Kenneth Rasinski, and John R. Taylor. ***NELS:88 1994 Descriptive Summary Report, With an Essay on: Access and Choice in Postsecondary Education.*** NCES-174, 1996.

    The analysis in this report focuses on potential barriers to access and choice as experienced by women, racial and ethnic minorities, and those in lower socioeconomic groups. Analysis revealed that nearly 63 percent of 1988 eighth graders had attended some type of postsecondary education by 1994. In 1988, 66 percent of eighth graders expressed the expectation of attaining at least a bachelor's degree; in 1992, 61 percent of the cohort reported expecting to attain a bachelor's degree or higher. By 1994, 81 percent of 1988 eighth graders had received a regular high school diploma. Another 6 percent had earned a GED. There were no significant differences in 1994 by sex or race/ethnicity in the access and choice variables for 1988 eighth grade cohort members who scored in the highest quartile in the 1992 achievement test. However, respondents in the highest socioeconomic status quartile had a higher rate of expectation for a bachelor's or higher degree, a higher graduation rate, a greater percentage reporting filing two or more postsecondary applications by 1992, and a smaller percentage delaying entry. Greater percentages of Asians in the cohort reported expectations for a bachelor's degree or higher, had graduated from high school, and had enrolled in postsecondary education by 1994, than was the case for any other racial/ethnic group. Hispanics were more inclined to enroll in two-year institutions, while blacks, whites and Asians enrolled in private four-year institutions at comparable rates.

Appendix Q

Glossary of NELS:88 Terms

Alternative completer: The NELS:88 second follow-up distinguished three levels of enrollment status: students enrolled in a regular high school program, dropouts who had enrolled in (or had completed) some alternative (non-diploma) high school equivalency accrediting program (for example, preparation classes for the GED test), and dropouts receiving no alternative instruction. The term "alternative completer" was used for dropouts receiving any sort of instruction to prepare them for equivalency certification, and for dropouts who had already received the GED or other equivalency certification. In terms of questionnaire completion, alternative completers were treated in two ways. Dropouts receiving alternative instruction in preparation for possible equivalency certification were administered the dropout questionnaire. Those dropouts who had received the GED or other high school equivalency certification were treated as school completers, and were administered the student questionnaire.

ASCII: American Standard Code for Information Interchange. A standard method for encoding characters; includes codes representing upper and lower case letters, numerals, and punctuation.

Augmentation students: See State augmentation students.

Base year ineligible (BYI) study: A NELS:88 First Follow-Up study which sought to locate and survey eligible respondents who were part of the Base Year sample, yet were ineligible to participate in the Base Year due to mental or physical incapacity, language barrier, or other factors. (See entry for "Followback study of excluded students.")

Bayesian statistics: Bayesian methods incorporate the prior probability distribution with the new evidence collected, as was done in rescaling NELS:88 1988 to 1992 test results when the 1992 test data became available.

Bias is the difference between the reported value and the true value. Thus the bias of an estimate is the difference between the expected value of a sample estimate and the corresponding true value for the population. Response bias is the difference between respondent reports and their behavior or characteristics. Nonresponse bias is the difference that occurs when respondents differ as a group from nonrespondents on a characteristic being studied. Sample bias is the unequal selection or the omission of members of the population, without appropriate weighting. Relatedly, undercoverage bias arises because some portion of the potential sampling frame is missed or excluded, or there are duplicate units. For example, if the school list from which a school sample is drawn is incomplete or inaccurate, school undercoverage may occur. The NELS:88 documentation speaks of excluded students (base year ineligibles) as a coverage problem or as a source of undercoverage bias. This usage is predicated on the premise that the target population was misspecified; the categories of students who were declared ineligible for the study should only, at most, have been excluded from achievement testing.

Burden: Formally, this is the aggregate hours realistically required for data providers to participate in a data collection. Burden also has a subjective or psychological dimension: the degree to which providing information is regarded as onerous may depend on the salience to the respondent of the questions that are being posed and on other factors such as competing time demands.

BY: NELS:88 Base Year Study conducted in 1988.

Carnegie units: A standard of measurement used for secondary education that represents the completion of a course that meets one period per day for one year.

CCD: Common Core of Data. Data annually collected from all public schools in the United States by the National Center for Education Statistics.

CD-ROM: Compact Disc Read-Only Memory. A computer storage disc in the same physical form as an audio CD. A CD-ROM can store approximately 650 megabytes of digital data. NELS:88 data are available both in magnetic media, such as tapes, as well as in optical laser disc media, such as CD-ROM.

Ceiling effect: The result of a cognitive test having insufficient numbers of the more difficult items. In a longitudinal study, ceiling effects in the follow-up testings can cause change scores to be artificially constrained for high ability examinees. More information (that is, smaller error of measurement) is obtained with respect to ability level if high ability individuals receive relatively harder items (and if low ability individuals receive proportionately easier items). The matching of item difficulty to a person's ability level yields increased reliability at the extremes of the score distribution where it is most needed for studies of longitudinal change. That is, the measurement problems related to floor and ceiling effects in combination with regression effects found at the extreme score ranges seriously hamper the accuracy of change measures in longitudinal studies. Hence one strategy employed in NELS:88 to minimize ceiling effects was to develop test forms that are "adaptive" to the ability level of the examinee. The multilevel tests used in the first and second follow-ups of NELS:88--with test assignment based on prior test performance--work to minimize the possibility of ceiling effects biasing the estimates of the score gains. (See entry for "Floor effect.")

Certainty school: A first or second follow-up school attended by four or more NELS:88 sample members, as determined by tracing and data collection efforts. These schools are included in the sample with certainty (probability = 1). All NELS:88 first follow-up sample members in the school at the time of data collection were included in the second follow-up.

Closed-ended: A type of question in which the data provider's responses are limited to given alternatives (as opposed to an open-ended question. See entry for "Open-ended.")

Clustering: A sample selection method in which small geographical areas such as schools (e.g. in NELS:88), school districts, counties, or blocks are selected as an initial stage, with individuals selected in a subsequent step. See entry for "Primary Sampling Unit".

Cluster size: The number of NELS:88 sample members attending a particular high school.

Codebook: A record of each variable being measured, including variable name, columns occupied by each variable in the data matrix, values used to define each variable, unweighted frequencies, unweighted percents, and weighted valid percents. (See entry for "electronic codebook.")

Cognitive test battery: One of the two parts of the Student Survey (the second part being the student questionnaire). Four achievement areas (mathematics, reading, science, and social studies [history/citizenship/geography]) were measured.

Cohort: A group of individuals who have a statistical factor in common, for example, year of birth or grade in school or year of high school graduation. NELS:88 embraces three overlapping but distinct nationally-representative grade cohorts: 1987-88 eighth graders, 1989-90 high school sophomores, and 1991-92 high school seniors.

Composite variables: A composite variable is one that is constructed through either the combination of two or more variables (socioeconomic status, for example) or calculated through the application of a mathematical function to a variable. Also called a "derived variable" or "constructed variable."

Confidence interval: A sample-based estimate expressed as an interval or range of values within which the true population value is expected to be located (with a specified degree of confidence).

Contextual data: In NELS:88, the primary unit of analysis is the student (or dropout), and information from the other study components, referred to as the contextual data, should be viewed as extensions of the student data--for example, as school administrator, teacher, and parent reports on the student's school learning environment or home situation.

Core school: School that was selected between Phases 1 and 2 of the Second Follow-Up to receive the full complement (School Administrator, Teacher, Transcript) of study components, and for in-school data collection sessions.

Core student: Students who are part of the primary cohort of NELS:88, in contrast to state augmentation or School Effectiveness Study students. The core students include those chosen as eighth graders in the 1988 Base Year Study and those added to the sample through freshening procedures during the First or Second Follow-Up.

Core study: The original NELS:88 study, in contrast to the study with additions and follow-up additions like the state augmentation studies and the School Effectiveness Study.

Course offerings: School-level summaries of courses offered and of course enrollment levels; while in HS&B course offerings data were collected for all schools, in NELS:88 such data have been collected only for schools in the High School Effectiveness Study.

Cross-sectional survey: A cross-sectional design represents events and statuses at a single point in time. For example, a cross-sectional survey may measure the cumulative educational attainment (achievements, attitudes, statuses) of students at a particular stage of schooling (for example, eighth grade, tenth grade, or twelfth grade). In contrast, a longitudinal (or repeated measurement of the same sample units) survey measures the change or growth in educational attainments that occurs over a particular period of schooling. The longitudinal design of NELS:88 generates--by means of sample "freshening"--three representative cross-sections (eighth graders in 1988, high school sophomores in 1990, seniors in 1992) and permits analysis of individual level change over time through longitudinal analysis and of group level and intercohort change through the cross-sectional comparisons. (See entry for "Longitudinal or Panel Survey.")

Data element: The most basic unit of information. In data processing it is the fundamental data structure. It is defined by its size (in characters) and data type (e.g. alphanumeric, numeric only, true/false, date) and may include a specific set of values or range of values.

Design effect: A measure of sample efficiency. The design effect (DEFF) is the variance of an estimate divided by the variance of the estimate that would have occurred if a sample of the same size had been selected using simple random sampling. Sometimes it is more useful to work with standard errors than with variances. The root design effect (DEFT) expresses the relation between the actual standard error of an estimate and the standard error of the corresponding estimates from a simple random sample.

Dropout: The term is used both to describe an event--leaving school before graduating--and a status --an individual who is not in school and is not a graduate at a defined point in time. The "cohort dropout rate" in NELS:88 is based on measurement of enrollment status of 1988 eighth graders two and four years later (that is, in the spring term of 1990 and the spring term of 1992) and of 1990 sophomores two years later. A respondent who has not graduated from high school or attained an equivalency certificate and who has not attended high school for 20 consecutive days (not counting any excused absences) is considered to be a dropout. In contrast, transferring schools--for example, from a public to a private school--is not regarded as a dropout event, nor is delayed graduation (as when a student is continuously enrolled but takes an additional year to complete school). A person who drops out of school may later return and graduate: at the time the person left school initially, he or she is called a "dropout," and at the time the person returns to school, he or she is called a "stopout."

Early graduate: A student who graduated from high school in less than the typical amount of time. For example, if a student graduated in December of his/her senior year (when the majority of his/her classmates graduate the following May or June), the student is categorized as an early graduate. In the main study data collection, early graduates were administered a special supplement in the student questionnaire along with the cognitive test battery.

Electronic codebook (ECB): While hardcopy codebooks with item stems, response categories, associated response frequency distributions, unweighted percents, and weighted valid percents are contained within the NELS:88 user's manuals, NELS:88 data are also available on CD-ROM in an electronic codebook (ECB) format. Electronic codebooks are menu-driven systems that allows users to perform functions such as the following: (a) search a list of database variables based upon key words or variable names/labels; (b) display weighted and unweighted percentages for each variable in the database; (c) display question text for each variable in the database; (d) select or tag variables for subsequent analysis; (e) generate SAS-PC or SPSS-PC+ program code/command statements for subsequently constructing a system file of the selected variables; and (f) generate a codebook of the selected variables. An electronic codebook has been prepared for public and privileged use NELS:88 base year through second follow-up data.

ETS: Educational Testing Service. NORC's subcontractor for NELS:88 cognitive test development and evaluation.

Expanded Sample: the combined sample of eligible **and ineligible** NELS:88 sample members, including eighth graders who were excluded from the survey. This sample can be used to make unbiased estimates of national dropout rates.

F1: The NELS:88 first follow-up, conducted in 1990.

F2: The NELS:88 second follow-up, conducted in 1992.

File: Refers to a data file containing a set of related computerized records.

Floor effect: The result of a cognitive test being too difficult for a large number of the examinees, causing the low ability examinees to receive chance scores on the first testing, and on subsequent testings if the test remains too difficult. Floor effects result in an inability to discriminate among low ability individuals at time one or time two, and there will be no reliable discrimination among examinees with respect to amounts of change. A possible solution, utilized in NELS:88, is to develop test forms that are "adaptive" to the ability level of the examinee, which tends to minimize the possibility of floor effects biasing the estimates of the score gains.

Followback study of excluded students: A continuation in the NELS:88 second follow-up of a special substudy begun in the first follow-up as (see entry for) the base year ineligibles study.

Freshening: A NELS:88 sampling procedure by which high school sophomores were added in the first follow-up who were not in the eighth grade in the U.S. two years before. This process was repeated in the second follow-up, adding high school seniors who were not in the eighth grade in the U.S. four years before, and not in the tenth grade in the U.S. two years before. This process ensured that the sample would be representative of the 1992 senior class by allowing 1992 seniors who did not have a chance for selection into the base year (or the first follow-up) sample to have some probability of 1992 selection.

GED recipient: A person who has obtained certification of high school equivalency by meeting state requirements and passing an approved exam, which is intended to provide an appraisal of the person's achievement or performance in the broad subject matter areas usually required for high school graduation. (See entry for "GED test" and "Alternative completer.")

GED test: General Educational Development test. A test administered by the American Council on Education as the basis for awarding a high school equivalent certification.

HS&B: High School and Beyond. The second in the series of longitudinal education studies sponsored by NCES. The HS&B Base Year study surveyed sophomore and senior students in 1980.

IEP: Individualized Education Program in special education for students with a mental or physical disability.

IRT: Item Response Theory. A method of estimating achievement level by considering the pattern of right, wrong, and omitted responses on all items administered to an individual student. Rather than merely counting right and wrong responses, the IRT procedure also considers characteristics of each of the test items, such as their difficulty, and the likelihood that they could be guessed correctly by low-ability individuals. IRT scores are less likely than simple number-right or formula scores to be distorted by correct guesses on difficult items if a student's response vector also contains incorrect answers to easier questions. Another attribute of IRT that makes it useful for NELS:88 is the calibration of item parameters for all items administered to all students. This makes it possible to obtain scores on the same scale for students who took harder or easier forms of the test. IRT also permits vertical scaling of the three grade levels (grade 8 in 1988, grade 10 in 1990, grade 12 in 1992).

Item nonresponse: The amount of missing information when a valid response to an item or variable was expected. (See entry for "Unit-nonresponse.")

LEP: Limited English Proficient. A concept developed to assist in identifying those language-minority students (individuals from non-English language backgrounds) who need language assistance services, in their own language or in English, in the schools. (See entries for "NEP" and "LM.") The Bilingual Education Act, reauthorized in 1988 (PL 100-297), describes a limited English proficient student as one who:

1) meets one or more of the following conditions:

    a) the student was born outside of the United States or the student's native language is not English;

b) the student comes from an environment where a language other than English is dominant; or

c) the student is American Indian or Alaskan Native and comes from an environment where a language other than English has had a significant impact on his/her level of English language proficiency; and

2) has sufficient difficulty speaking, reading, writing, or understanding the English language to deny him or her the opportunity to learn successfully in English-only classrooms.

LM: Language Minority. A non, limited or fully English proficient student in whose home a non-English language is typically spoken.

Longitudinal or panel survey: In a longitudinal design, similar measurements--of the same sample of individuals, institutions, households or of some other defined unit--are taken at multiple time points. NELS:88 employs a longitudinal design that follows the same individuals over time, and permits the analysis of individual-level change. (See entry for "Cross-sectional survey.")

Machine editing: Also called forced data cleaning or logical editing. Uses computerized instructions in the data cleaning program that ensure common sense consistency within and across the responses from a data provider.

Microdata (microrecords): Observations of individual sample members, such as those contained on the NELS:88 data files.

MSA: Metropolitan statistical area. A large population nucleus and the nearby communities which have a high degree of economic and social integration with that nucleus. Each MSA consists of one or more entire counties (or county equivalents) that meet specified standards pertaining to population, commuting ties, and metropolitan character. (However, in New England, towns and cities, rather than counties, are the basic units.) MSAs are designated by the Office of Management and Budget (OMB). An MSA includes a city and, generally, its entire urban area and the remainder of the county or counties in which the urban area is located. A MSA also includes such additional outlying counties which meet specified criteria relating to metropolitan character and level of community of workers into the central city or counties.

Multidimensional raking: An adjustment procedure in weighting whereby the sum of the weights for each marginal category of respondents in the follow-up rounds of NELS:88 was made equal to the corresponding sum of the final prior round weights for that group.

NAEP: The National Assessment of Educational Progress.

NAIS: The National Association of Independent Schools. This organization endorsed NELS:88. NAIS schools form a base year school sampling stratum in NELS:88, and NAIS constitutes a category within the restricted use file school control type variable.

NCEA: The National Catholic Educational Association. This organization endorsed NELS:88.

NCES: The National Center for Education Statistics, Office of Educational Research and Improvement, of the U.S. Department of Education. This governmental agency is the primary sponsor of NELS:88, and is also the sponsoring agency for (among other studies) NAEP, HS&B, and NLS-72.

NELS:88: The National Education Longitudinal Study of 1988. Third in the series of longitudinal education studies sponsored by NCES. The study began in 1988 with the eighth-grade class of that year. The study has collected data in 1988, 1990, and 1992 on student's school experiences, as well as background information from school administrators, teachers and parents (in the base year and second follow-up only). The study seeks to learn about students' educational experiences and outcomes from eighth grade through high school and beyond.

NEP: No English Proficiency. A student who does not speak English. (See entry for "LEP.")

New Basics: In its report *A Nation At Risk: The Imperative for Educational Reform* (1983), the National Commission on Excellence in Education recommended that all high school students "be required to lay the foundations in the Five New Basics by taking the following curriculum during their four years of high school: (i) 4 years of English; (ii) 3 years of mathematics; (iii) 3 years of science; (iv) 3 years of social studies; and (v) one-half year of computer science." A more stringent version of the New Basics was offered by Secretary of Education William Bennett in 1988 (*American Education, Making It Work: A Report to the President and the American People)*, comprising the scheme above, plus a minimum of two years of foreign language. Summary composite variables, reflecting various interpretations of the New Basics, were created for the HS&B and NAEP high school transcript studies; the NELS:88 transcript study provides both HS&B and NAEP equivalent New Basics variables.

NLS-72: The National Longitudinal Study of the High School Class of 1972. This project was the first in the series of longitudinal education studies sponsored by NCES.

Noncertainty schools: Schools in which fewer than four (three, two or one) NELS:88 students attended. These schools were not subsampled for participation in the School Administrator, Teacher, and Transcript components. Additionally, the survey instruments were not administered in group sessions in the schools, as was done in the certainty schools.

Nonresponse: (See entry for "Item nonresponse" and "Unit nonresponse.")

Nonsampling error: An error in sample estimates that cannot be attributed to sampling fluctuations. Such errors may arise from many sources including imperfect implementation of sampling procedures, differential unit or item nonresponse across subgroups, bias in estimation, or errors in observation and recording.

NORC: The National Opinion Research Center at The University of Chicago. NORC conducts NELS:88 for the National Center for Education Statistics.

NSF: The National Science Foundation, which is one of the sponsors of NELS:88. NSF sponsored several components of NELS:88: 1) additions to the student questionnaire to learn about students' experiences and their exposure to mathematics and science curricula; 2) a survey of mathematics and science teachers to obtain evaluations of their NELS:88 student(s) and to learn about their classroom practices and background preparation for teaching; (3) a base year study of the postsecondary education transcripts of NELS:88 math and science teachers; (4) use of experimental constructed response format math and science achievement test items in the 1992 High School Effectiveness Study schools; and (5) a validity study in a small subset of NELS:88 second follow-up high schools centering on teacher reports of instructional content, strategies and goals.

OBEMLA: The Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education. OBEMLA funded a NELS:88 supplement that inquired into the education experiences of students whose native language is other than English.

OMB: The Office of Management and Budget, U.S. Executive Branch. OMB is a federal agency with the responsibility for reviewing all studies funded by executive branch agencies. OMB reviewed, commented on, and approved the NELS:88 questionnaires, as indicated by their approval number and its expiration date in the top right corner of the questionnaire covers.

Open-ended: A type of question in which the data provider's responses are not limited to given alternatives.

Optical disc: A disc that is read optically (e.g., by laser technology), rather than magnetically. (See entry for "CD-ROM.")

Optical scanning: A system of recording responses that transfers responses into machine-readable data through optical mark reading. This method of data capture was used for the NELS:88 student questionnaires and cognitive tests, as well as for the parent and teacher questionnaires. (In contrast, responses to certain other questionnaires, such as the school administrator questionnaire, were keyed by using conventional data entry methods.)

Out-of-sequence: This term means that a student is not in the grade that he/she would be in if progressing with the majority of the cohort through school. For example, most NELS:88 sample members were in the tenth grade in the 1989-90 school year; one would be described as out-of-sequence if found to be in the eleventh grade in the 1989-90 school year.

Parent, NELS-targeted parent/guardian: The NELS:88 Parent Component sought to collect information from parents of eligible student/dropout respondents. It was asked that the parent or guardian who knew most about his or her child's educational experience complete the questionnaire.

PIN: Personal Identification Number. A unique number assigned to each district and school.

Population: All individuals in the group to which conclusions from a data collection activity are to be applied. Weighted results of NELS:88 data provide estimates for populations and subgroups.

Population variance: A measure of dispersion defined as the average of the squared deviations between the observed values of the elements of a population or sample and the population mean of those values.

Postsecondary education: The provision of formal instructional programs with a curriculum designed primarily for students who have completed the requirements for a high school diploma or equivalent. This includes programs of an academic, vocational, and continuing professional education purpose, and excludes avocational and adult basic education programs.

Poststratification adjustment: A weight adjustment that forces survey estimates to match independent population totals within selected poststrata (adjustment cells).

Precision: The difference between a sample-based estimate and its expected value. Precision is measured by the sampling error (or standard error) of an estimate.

Primary Sampling Unit (PSU): Unit chosen at the first stage of a cluster sample. In NELS:88, the PSU is the school; in other studies, geographical units such as a county or MSA may serve as the PSU.

Probability sample: A sample selected by a method such that each unit has a fixed and determined probability of selection -- i.e., each population unit has a known, nonzero chance of being included.

QED: Quality Education Data. QED is a commercial firm that publishes national directories of all public and private schools and districts. Its list of schools in the U.S. constituted the sampling frame for the base year, and provided important information on school location, principal's name, minority enrollment, and other characteristics.

Range check: A determination of whether responses fall within a predetermined set of acceptable values.

Record format: The layout of the information contained in a data record (includes the name, type, and size of each field in the record).

Records: A logical grouping of data elements within a file upon which a computer program acts.

Reliability: The consistency in results of a test or measurement including the tendency of the test or measurement to produce the same results when applied twice to some entity or attribute believed not to have changed in the interval between measurements.

Sample: Subgroup selected from the entire population.

Sampling error: The part of the difference between a value for an entire population and an estimate of that value derived from a probability sample that results from observing only a sample of values.

Sampling variance: A measure of dispersion of values of a statistic that would occur if the survey were repeated a large number of times using the same sample design, instrument and data collection methodology. The square root of the sampling variance is the standard error.

School administrator questionnaire: This questionnaire was to be completed by the principal and/or someone designated by the principal. The questionnaire sought basic information about school policies, number of students in each class, curriculum offered, programs for disadvantaged and disabled students, and other school characteristics.

School climate: The social system and culture of the school, including the organizational structure of the school and values and expectations within it.

School Coordinator: A person designated in each school to act as a contact person between the school and NORC. This person assisted with establishing a survey day in the school, and in some cases where the school cluster size was very small, the School Coordinator administered the student instruments.

High School Effectiveness Study (HSES): The NELS:88 High School Effectiveness Study (HSES) is a special component of NELS:88 that was designed to estimate school-level characteristics. HSES consists of a sample of 247 urban and suburban tenth grade schools in the 30 largest metropolitan statistical areas (MSAs). For comparison purposes, HSES used eight basic strata defined on the basis of four types of schools (Public, Catholic, NAIS, and Other Private) at two levels of urbanicity (Urban, Suburban). HSES substantially increased cluster sizes and provided in-school representative student samples; selection probabilities were simulated for the schools so that school weights could be generated. This component was continued in the second follow-up, and included student, school administrator, teacher, and parent questionnaires, transcript and course offerings surveys.

Standard deviation: The most widely used measure of dispersion of a frequency distribution. It is equal to the positive square root of the population variance.

Standard error: The positive square root of the sampling variance. It is a measure of the dispersion of the sampling distribution of a statistic. Standard errors are used to establish confidence intervals for the statistics being analyzed.

State augmentation students: In the base year, certain states funded a sample of additional schools in the state to produce a representative sample of schools in the state. In this sense, the state's sample was "augmented" to maximize the utility of the NELS:88 data for those states. The students from those base year schools were designated as "augmentation" students, and were followed and surveyed in the first follow-up, though the students had dispersed to many tenth-grade schools. In the second follow-up these students were surveyed again.

Statistical Significance: The finding (based on a derived probability, rather than an certitude) that two or more estimates are truly different from one, and not a merely apparent difference reflecting chance variation.

Stopout: A student who had one or more occurrences of school non-attendance for 20 or more days (not including any excused absences) who subsequently returned to school. In NELS:88, this term was used for temporary dropouts within a round (e.g., out of school in fall 1989 but back spring 1990, as contrasted to 1990 dropouts who were back in school in spring term of 1992).

Stratification: In a stratified sample, the total population is divided into strata or subgroups. Stratification is used to reduce sampling error. In NELS:88, the sampling frame was sorted to create strata or subgroups of schools and schools were selected independently within each stratum. Schools were stratified by superstrata (combinations of school type and geographic reason) and substrata (urban, suburban, rural; high versus low minority public schools).

Student questionnaire: One of the two parts of the student survey (the other part is the cognitive test battery). This instrument contained a locator section for tracing sample members for future waves of NELS:88 and a series of questions about courses taken, hours spent on homework, and perceptions of the school and the home environment.

Survey day: A day chosen by the school during the data collection period when an NORC interviewer and a clerical assistant (or the School Coordinator in schools with only a small group of sample members) administered the survey to the school's sample of students. The survey day session lasted about three hours for the actual data collection, with about thirty minutes each for preparation and clean-up/preparation of completed materials for mailing.

Teacher questionnaire: Math and science teachers of selected students were asked to complete a teacher questionnaire, which collected data on school and teacher characteristics (including teacher qualifications and experience), evaluations of student performance, and classroom teaching practices.

Teacher, NELS-targeted teacher sample: In the base year and first follow-up, two teacher reports were sought for each student, reflecting a combination of two subjects from four subject areas (English, social studies, science, mathematics). In the second follow-up, one teacher report per pupil was sought for those students who were enrolled mathematics, science, or both, in one of the schools designated for school contextual data collection.

Teacher transcript study: As a measure of the background and quality of teachers instructing NELS:88 eighth graders, postsecondary transcripts were collected for science and mathematics teachers of base year students.

Tracing: The locating (and ascertaining of school enrollment status) of NELS:88 sample members. Sample members were traced at six points in time subsequent to eighth grade: autumn term 1988, autumn term 1989, spring term 1990, autumn term 1990, autumn term 1991, and spring term 1992.

Transfer student: A NELS:88 sample member who moved from one school to another after the subsampling of schools between Phase 1 (the tracing of sample members to their school of enrollment) and Phase 2 (the re-verification of sample members' school of enrollment).

Unit nonresponse: Failure of a survey unit (for example, at the institutional level, a school, or at the individual level, a respondent, such as a student or a teacher) to cooperate or complete survey instrument. Unit nonresponse may be contrasted to item nonresponse, which is the failure of a participating sample member to give a valid response to a particular question on a survey instrument.

Validity: The capacity of an item or measuring instrument to measure what it was designed to measure; stated most often in terms of the correlation between scores in the instrument and measures of performance on some external criterion. Reliability, on the other hand, refers to consistency of measurement over time. (See entry for "Reliability.")

Variance: See entry for "Population variance" and "Sampling variance."

Weighted estimates: Estimates from a sample survey in which the sample data are statistically weighted (multiplied) by factors reflecting the sample design. The weights (referred to as sampling weights) are typically equal to the reciprocals of the overall selection probabilities, multiplied by a nonresponse or poststratification adjustment. Thus, for example, the 1,035 completed school administrator questionnaires in the NELS:88 base year represent a population of 38,774 schools. Individual completed cases (that is, base year school administrator questionnaires) may "represent" anywhere from a minimum of 1.5 schools to a maximum of 387.3 schools. To take another example, 12,111 base year questionnaire respondents reported themselves to be male, and a slightly greater number (12,244) reported themselves to be female. When these cases are multiplied by the nonresponse-adjusted student weights to yield a weighted percent that reflects the national population of eighth graders, the estimate for males is 50.1 percent of the 1988 eighth-grade cohort while females are estimated to comprise 49.9 percent of the nation's 1988 eighth graders.

Appendix R

NELS:88 Second Follow-Up Research Issues and Questionnaire Content

Questionnaire data: second follow-up student, dropout, school, parent and teacher. In the extended figure that follows, content areas and corresponding questions in NELS:88 second follow-up questionnaires are displayed. This figure is organized as a matrix with seven policy research categories cross-cutting the five questionnaires. The seven research areas are:

-- Equity, access, choice

-- Cognitive growth and its correlates

-- Ability grouping/tracking

-- Dropping out of and persistence in school

-- Postsecondary transitions

-- School and teacher effects

-- Parental involvement

Questionnaire items are depicted in two series:

Student, Dropout, and School Questionnaires

Student, Parent, and Teacher Questionnaires

The complete set of NELS:88 base year through second follow-up questionnaires is available from NCES.

Content areas and corresponding questions in NELS:88 Second Follow-Up

CONTENT CATEGORY: 1. EQUITY/ACCESS/CHOICE

	Student	**Dropout**	**School**
School programs	12B Access into current high school program 13-14 Special programs, Talent Search and Upward Bound 15-18 Science teacher/class 19-22 Math teacher/class 23B Vocational teacher practice	23 Enrolled in educational institution since left school 25-30 Alternative programs 31-32 Plans to get high school diploma or GED	6-7 Typical academic load for seniors, how many in which instructional programs 10 Where do students take vocational classes 25 What percentage of student body receives special learning/access services 42-47 Competency tests 49 How many seniors are in advanced placement classes
Armed Forces	48 Plans to join Armed Forces, which branch, why	56 Why joined Armed Forces	28 What percentage of 1990-91 class went into military
Transition from school to college/ work	50 Why not continue education right away 53-54 Who/what services at school helped in job search 64-65 Career expectations 91 Hourly pay rate	40 Job expectations 44-47 Jobs held since high school 48-50 Training programs participated in	9, 19 What vocational services does school offer, what percentage of students use those services 15 What school-work transition programs does school offer 16-17 Does school have vocational programs, how do students get into those programs 20 Does school have a relationship with the local business community
Applying to colleges	44 Plans for taking college admissions, placement tests 45 Preparations for ACT/SAT 57 Help from school in applying for colleges 58 Steps taken to learn about applying for financial aid 59-61 Choosing a school 62-63 Study fields desired/most likely to pursue		12 How often does staff help seniors with college application matters 13 What percentage of seniors attend informative programs about college through school 14 How many colleges send representatives to meet students 27 What percent of 1990-91 class went on to which options, incl. college, vocational school, apprenticeships

	Student	Dropout	School
Teaching staff characteristics	7 School climate and teacher interaction		29 How many full-time and how many part time teachers does school have 37 What are lowest and highest salaries of teachers 38 How many minutes of preparation time are teachers allowed daily
Family, home, friends, community	67 Thoughts on own future 72 Ages will assume roles and activities 78 Who helps to take care of child 106 Attends religious services	58 Thoughts on life chances 62 Ages will assume roles and activities 68 Who helps to take care of child 88 Attends religious services	18 Which community, training, motivation programs are available
Language use	109 How well student understands, speaks, reads, and writes English 110 Since Fall 1989, has student received help in reading, writing, or speaking English, what type of help 111-113 Have English skills made it difficult to engage in school work/activities, jobs, applying for college, college work	90-91 How well student understands, speaks, reads and writes English 92 Receive help in reading, writing, or speaking English when in school; what type of help 93 Would have stayed in school if knowledge of English was better 94 Have English skills made it difficult to engage in school work/activities, jobs, applying for college, college work	24 What percentage of seniors is Not English Proficient (NEP) or Limited English Proficient (LEP) 48 What grades are offered English language programs

CONTENT CATEGORY: 2. COGNITIVE GROWTH

	Student	Dropout	School
School climate	6A Grade currently in 7 School climate and teacher interaction 8 Safety in school 24 How often comes to class unprepared 25 How much time spent on homework in various subjects each week, in and out of school	9-14 Event history series on dropping out of school 18 Last school's climate	1-2 Total student and 12th grade enrollments in school 56-57 School climate 58 Which factors influence students to drop out of your school 59 Principal's influence 60 School's relationship with different groups 62 Which factors influence how the principal is evaluated by superiors

	Student	Dropout	School
School climate (continued)	26 Who tutored student (besides parents) 29 Have been recognized by school or community 31 Time spent on school sponsored extracurricular activities per week 32 Time spent on non school related reading per week 33 Frequency of participation in non school related activities		
Attendance and absences	9 Frequency of cutting class and other disciplinary problems 10 Reasons for absences 11 When/duration of last unexcused absence	19 Frequency of cutting class and other disciplinary problems in last school	21 What is average daily attendance rate for 12th grade students
School program	12 Description of current high school program 15-18 Science teacher/class 19-22 Math teacher/class 23B Vocational teacher practice 27-28 Have taken a minimum competency or proficiency test, results	20 Description of last high school program 24 What has happened in last 2 years (i.e. counseling, drug rehab., alternative school, held back in school) 29 Services received from alternative program	4 School type 5 How many days in school year for seniors 6-7 Typical academic load for seniors, how many in which instructional programs 11 What percentage of seniors received personal/tutorial help 25 What percentage of student body receives special learning/access services 42-47 Competency tests 49 How many seniors are in advanced placement classes
Applying for college	42 Parental, friend, teacher aspirations for student's education 43 Student's educational expectations 44-45 Plans for taking college admissions and placement tests, preparations for the SAT/ACT 47 Have enough skills now for career in five years 65 Education needed to get job planned to have when 30 years old	37 Parental aspirations for respondent's education 38 Respondent's educational expectations 40B Have enough skills now for career in five years 40C Education needed to get job planned to have when 30 years old	14 How many colleges send representatives to meet students 27 What percentage of 1990-91 class went on to which options, incl. college, vocational school, apprenticeships

	Student	Dropout	School
Teaching staff characteristics	7 School climate and teacher interaction		29 How many full-time and how many part-time teachers does school have 30-36 How is school broken down into subject areas/departments, how are heads chosen/compensated, what subjects have formal departments 37 What are lowest and highest salaries of teachers 38 How many minutes of preparation time are teachers allowed daily 39-41 Teacher evaluations and rewards
Peers, teen's activities	34-35 Time spent playing computer video games and watching television 40 Importance of several life goals/ideals 66 Self-esteem 68 Importance of peer group activities 70-71 Student, friends belong to a gang 72 Ages will assume roles and activities 73 Marital status 74 Importance of wedlock for sexual relationships 80-85 Substance abuse 78 Who helps to take care of child	36 Importance of several life goals/ideals 57 Self-esteem 58 Thoughts on life chances 59 Activities of respondent's friends 60 Importance of peer group activities 61 Respondent, friends belong to a gang 63 Did spouse leave high school before graduating 64 Importance of wedlock for sexual relationships 65 Would respondent consider having a child if not married 66-67 Does respondent have children, birthdates 68 Who helps to take care of child 69 Describe relationship with child's other parent 70-75 Substance abuse	

	Student	Dropout	School
Family, home	93-95 Caring for younger children 96 Family related events 97 Do parents know student's friends' parents 98 Who makes decisions in family 99 How often discusses school, college, jobs, problems with parents 101 Run away from home 102-103 How many times moved, changed schools 105-106 Attends/practices religion	76 Who lives in same household with respondent 77-79 Caring for younger children 80 Family related events 81 Who makes decisions in family 83 Run away from home 85-86 How many times moved, changed schools 88-89 Attends/practices religion	22 Percentages of 12th graders in different ethnic groups 23 Percentage of 12th graders from one-parent homes 55 What percentage of 12th graders' parents have met with staff 61 How often are parents notified about student's progress/behavior
Language use	107-108 Is English native language, usage of native language 109 How well student understands, speaks, reads, and writes English 110 Received help in English, what type, perceived value of help 111-113 Have English skills made it difficult to engage in school work/activities, jobs, applying for college, college work	89-90 Is English native language, usage of native language 91 How well student understands, speaks, reads, and writes English 92 Received help in English, what type, perceived value of help 93 Would respondent have stayed in school if had better knowledge of English	48 What grades are offered English language programs

CONTENT CATEGORY: 3. TRACKING DYNAMICS

	Student	**Dropout**	**School**
School climate	24 How often comes to class unprepared 25 How much time spent on homework in various subjects each week, in and out of school 66 Self-esteem	19 Frequency of cutting class and other disciplinary problems in last school 57 Self-esteem	58 Which factors influence students to drop out of your school 60 School's relationship with different groups
School programs	12 Description of current school program, access into program	20 Description of last high school program	7 How many seniors are in which instructional programs 49 How many seniors are in advanced placement classes
Transition from school to college/ work	41 What do people think is most important for student to do right after high school		16-17 Does school have vocational programs, how do students get into those programs 18 Which community, training, motivation programs are available to 12th graders 20 Does school have a relationship with the local business community
Applying for colleges	44 Plans for taking college admissions and placement tests 58 Steps taken to learn about applying for financial aid for college 61 What type of school will most likely go on to		12 How often does staff help seniors with college application matters 13 What percentage of seniors attend informative programs about college through school 27 What percent of 1990-91 class went on to which options, incl. college, vocational school, apprenticeships
Language use	107-108 Is English native language, usage of native language 110 Received help in English, perceived value of help	89-90 Is English native language, usage of native language 91 How well student understands, speaks, reads, and writes English 92 Received help in English, perceived value of help 93 Would respondent have stayed in school if had better knowledge of English	24 What percentage of seniors is Not English Proficient (NEP) or Limited English Proficient (LEP)

CONTENT CATEGORY: 4. DROPPING OUT

	Student	**Dropout**	**School**
Dropping out		6-8 When did respondent last attend school, what grade, did respondent pass that grade 9-16 Event history series on dropping out of school 17 Was leaving school a good decision, why 21 School's response to respondent dropping out 22 Parents' response to respondent dropping out 24 What has happened in last 2 years (i.e. counseling, drug rehab., alternative school, held back in school) 25-30 Alternative programs 31 Plans to get a high school diploma or GED	26 What percent of 12th graders drop out before graduation 58 Which factors influence students to drop out of your school
School climate	7 School climate 8 Safety in school 17 Student engagement in science class 21 Student engagement in math class 24-25 Preparation for class, completion of homework 29 Have been recognized by school or community for activities 30 Participation in school sponsored extracurricular activities	18 Last school's climate	55 What percentage of 12th graders' parents have met with staff 56-57 School climate 59 Principal's influence 60 School's relationship with different groups 61 How often are parents notified about student's progress/behavior
Time in and out of school	9 Frequency of cutting class and other disciplinary problems 10 Reasons for absences 11 When/duration of last unexcused absence	19 Frequency of cutting class and other disciplinary problems in last school	21 What is average daily attendance rate for 12th grade students
School program	13 Participation in special programs 27-28 Have taken a minimum competency or proficiency test, results	20 Description of last high school program	25 What percentage of student body receives special learning/access services 42-47 Competency tests

	Student	Dropout	School
Applying for colleges/ work	41 What do people think is most important for student to do right after high school 42 Parental, friend, teacher aspirations for student's education 43 Student's educational expectations 86-91 Jobs held during school year 92 Spending of earnings	31 Plans to get a high school diploma or GED 37 Parental aspirations for respondent's education 38 Respondent's educational expectations 39 People talked to respondent about continuing education 40-43 Job expectations, recent job search 44-46 Jobs held since high school 47 Where respondent spent earnings 48-50 Participated in training programs	14 How many colleges send representatives to meet students 27 What percent of 1990-91 class went on to which options, incl. college, vocational school, apprenticeships
Teaching staff characteristics	7 School climate/ teacher interaction		29 How many full-time and how many part-time teachers does your school have

	Student	**Dropout**	**School**
Family/ home life/ friends	34-35 Time spent playing computer video games and watching television 40 Importance of several life goals/ideals 66 Self-esteem 68 Importance of peer group activities 70-71 Student, friends belong to a gang 72 Ages will assume roles and activities 73 Marital status 74 Importance of wedlock for sexual relationships 80-85 Substance abuse 78 Who helps to take care of child 93-95 Caring for younger children 96 Family related events 97 Do parents know student's friends' parents 98 Who makes decisions in family 99 How often discusses school, college, jobs, problems with parents 101 Run away from home 102-103 How many times moved, changed schools 105-106 Attends/practices religion	36 Importance of several life goals/ideals 57 Self-esteem 58 Thoughts on life chances 59 Activities of respondent's friends 60 Importance of peer group activities 61 Respondent, friends belong to a gang 63 Did spouse leave high school before graduating 64 Importance of wedlock for sexual relationships 65 Would respondent consider having a child if not married 66-67 Does respondent have children, birthdates 68 Who helps to take care of child 69 Describe relationship with child's other parent 70-75 Substance abuse 76 Who lives in same household with respondent 77-79 Caring for younger children 80 Family related events 81 Who makes decisions in family 83 Run away from home 85-86 How many times moved, changed schools 88-89 Attends/practices religion	22 Percentages of 12th graders in different ethnic groups 23 Percentage of 12th graders from one-parent homes
Language use	110A Received help in English, what type, perceived value of help 111-113 Have English skills made it difficult to engage in school work/activities, jobs, applying for college, college work	89-90 Is English native language, usage of native language 91 How well student understands, speaks, reads, and writes English 92A Received help in English 94 Have English skills made it difficult to engage in school work/activities, jobs, applying for college, college work	24 What percentage of seniors is Not English Proficient (NEP) or Limited English Proficient (LEP)

CONTENT CATEGORY: 5. TRANSITION PATTERNS

	Student	**Dropout**	**School**
School programs	14 Participation in Upward Bound program	15 Name and location of last school attended	6 Typical academic load for seniors
Transition from school to college/ work	50 Why not continue with school right away 51-52 Have a job lined up for full-time work after leaving high school 53-54 Who/what services at school helped in job search 55 Expected hourly wage in first job after high school	31-34 Plans to get a high school diploma or GED 44-46 Details on jobs held since high school 48-50 Participated in training programs	
Applying for college	58 Steps taken to learn about applying for financial aid 45 Preparations for the SAT/ACT 49, 61 Plans to go straight on to school, type of school 57 Help from school in applying for colleges 59 Importance of different factors in choosing a school 46 Work/study plans for this summer 62-63 Study fields desired/most likely to pursue		12 How often does staff help seniors with college application matters 13 What percentage of seniors attend informative programs about college through school
Armed Forces		51A, 52B Served in any branch of the Armed Forces, currently on active duty 56 Why joined Armed Forces	28 What percentage of 1990-91 class went into military

CONTENT CATEGORY: 6. SCHOOL EFFECTIVENESS

	Student	**Dropout**	**School**
School climate	7 School climate, teacher interaction 8 Safety in school	18 Last school's climate	1-2 Total student and 12th grade enrollments in school 21 What is average daily attendance rate for 12th grade students 55 What percentage of 12th graders' parents have met with staff 56-57 School climate 58 Which factors influence students to drop out of your school 59 Principal's influence 60 School's relationship with different groups 61 How often are parents notified about student's progress/behavior 62 Which factors influence how the principal is evaluated by superiors
Dropping out		21 Plans to get a high school diploma or GED 24 What has happened in last 2 years (i.e. counseling, drug rehab., alternative school, held back in school)	26 What percent of 12th graders drop out before graduation
School programs	14 Upward Bound 15-18 Science teacher/class 19-22 Math teacher/class 23B Vocational teacher practice 26 Who tutored student (besides parents) 27-28 Have taken a minimum competency or proficiency test, results	25-30 Alternative programs	4 School type 5 How many days in school year for seniors 6-7 Typical academic load for seniors, how many in which instructional programs 11 What percentage of seniors received personal/tutorial help 25 What percentage of student body receives special learning/access services 49 How many seniors are in advanced placement classes

	Student	Dropout	School
Transition from school to college/ work	41 What do people think is most important for student to do right after high school 43 Student's educational expectations 47 Have enough skills now for career in five years 53-54 Who/what services at school helped in job search	38 Respondent's educational expectations	15 What school-work transition programs does school offer 17 How do students get into vocational programs 20 Does school have a relationship with the local business community
Applying for colleges	57 Help from school in applying for colleges		27 What percent of 1990-91 class went on to which options, incl. college, vocational school, apprenticeships
Teaching staff characteristics	7 School climate/teacher interaction		29 How many full-time and how many part-time teachers does your school have 30-36 How is school broken down into subject areas/departments, how are department heads chosen/compensated, what subjects have formal departments 37 What are lowest and highest salaries of teachers 38 How many minutes of preparation time are teachers allowed daily 39-41 Teacher evaluations and rewards
Family, home, friends	68 Importance of peer group activities	59 Activities of respondent's friends 60 Importance of peer group activities	22 Percentages of 12th graders in different ethnic groups 23 Percentage of 12th graders from one-parent homes
Language use			24 What percentage of seniors is Not English Proficient (NEP) or Limited English Proficient (LEP) 48 What grades are offered English language programs

CONTENT CATEGORY: 7. PARENTAL INVOLVEMENT

	Student	**Dropout**	**School**
School, education	12B Access into current high school program 42 Parental, friend, teacher aspirations for student's education	22 Parent's response to respondent dropping out 37 Parental aspirations for respondent	55 What percentage of 12th graders' parents have met with staff 58 Which factors influence students to drop out of your school 61 How often are parents notified about student's progress/behavior
Family, home	96 Family related events 97 Do parents know student's friends' parents 98 Who makes decisions in family 99 How often discusses school, college, jobs, problems with parents 100 Student's perception of relationship with parents 104 How old when left alone	76 Who lives in same household with respondent 80 Family related events 81 Who makes decisions in family 82 Respondent's perception of relationship with parents	23 Percentage of 12th graders from one-parent homes

Content areas and corresponding questions in NELS:88 Second Follow-Up

CONTENT CATEGORY: 1. EQUITY/ACCESS/CHOICE

	Student	**Teacher**	**Parent**
School programs	12B Access into current high school program 13-14 Special programs, Talent Search and Upward Bound 23B Vocational teacher practice	I-17 Has spoken to guidance counselor or another teacher about student's academic performance, behavior II-6 How many students in class are from minority racial/ethnic groups II-12 What percent of class time is spent on various types of instruction, discipline, administration, tests	30-32 Is teenager currently in school, for how long 33-34 Has teenager changed schools 35 Has teen ever been suspended, expelled from school 38 Why did teen stop attending school 40 School's reaction to teen's repeated absences 41 How satisfied with teen's education 42 Thoughts about teen's school climate, teaching and program 43-44 How often does school contact parents/ do parents contact school 45 Parental involvement in school and teen's courses 47 Parental influence in school functioning
Mathematics class	19-22 Mathematics teacher/class	II-17 Feelings about explaining "whys" of mathematics	
Science class	15-18 Science teacher/class	II-23-26 Description of science class facilities, equipment and its condition, availability of consumable supplies	
Transition from school to college/ work	50 Why not continue education right away 53-54 Who/what services at school helped in job search 64-65 Career expectations 91 Hourly pay rate	I-18 Written job recommendation for student I-19 Discussed college programs and college and career choices with student	68-69 Has teen expressed interest in a particular career, what is it 70 What is best source of information for teen regarding that career 71-73 Teen's jobs held

	Student	Teacher	Parent
Applying for colleges	44 Plans for taking college admissions, placement tests 45 Preparations for ACT/SAT 57 Help from school in applying for colleges 58 Steps taken to learn about applying for financial aid 59-61 Choosing a school 62-63 Study fields desired/most likely to pursue	I-18 Written recommendation for student for postsecondary institution	62 Parent has encouraged teen to take action to prepare for college entrance exams 64 Has teen applied for college/ vocational school 66 Factors important to parents in teen's choice of a school 67 Number of schools parent has visited with teen
Teaching staff characteristics	7 School climate and teacher interaction	IV-2 Race/ethnicity of teacher IV-3 Sex of teacher IV-4-15 Teacher's years teaching, certification, educational background, and subject areas of instruction	
Family, home, friends, community	67 Thoughts on own future 72 Ages will assume roles and activities 78 Who helps to take care of child 106 Attends religious services	I-6 Has spoken to student's parents about academic performance, behavior	11-17 Parents' occupations 20-21 Ethnic background
Family Finances	58 Steps taken to learn about applying for financial aid		6 How many people are financially dependent on parent 74-75 Total family income, number of wage earners 76-77 Current educational expenses, amount 78 Teen plans to continue education 79-82 Savings, plans to pay for teen's college education 83-87 Knowledge, applying for financial aid for teen's education 88 Teen applied for financial aid 89 Why hasn't teen applied for financial aid 90-92 Amounts expected to spend, borrow for teen's education

	Student	Teacher	Parent
Language use	109 How well student understands, speaks, reads, and writes English 110 Since Fall 1989, has student received help in reading, writing, or speaking English; what type of help 111-113 Have English skills made it difficult to engage in school work/activities, jobs, applying for college, college work	I-9 Is student's native language English I-10 Is student limited English proficient	22-23 What is native language 25 Ability using English 26 Difficulties encountered because of lack of English 27-28 Is English, other languages spoken in home

CONTENT CATEGORY: 2. COGNITIVE GROWTH

	Student	**Teacher**	**Parent**
School program	6A Grade currently in 7 School climate and teacher interaction 8 Safety in school 12 Description of current high school program 23B Vocational teacher practice 24 How often comes to class unprepared 25 How much time spent on homework in various subjects each week, in and out of school 26 Who tutored student (besides parents) 27-28 Have taken a minimum competency or proficiency test, results 29 Have been recognized by school or community 31 Time spent on school sponsored extracurricular activities per week 32 Time spent on non school related reading per week 33 Frequency of participation in non school related activities	I-2-5 Student's motivation, behavior I-6-7 Has spoken to student's parents about academic performance, behavior, parental involvement I-8 Difficulty of class related to student I-11 Does student perform below ability I-12 Does student always finish homework I-13-16 Student's attention, behavior in class I-17 Has spoken to guidance counselor or another teacher about student's academic performance, behavior II-3-4 Which "track" is class, achievement levels II-5 Number of students in class II-7 Why teaching this class II-8-9 Amount of homework given daily, recording of who has completed it	29 Last grade teenager completed 30-32 Is teenager currently in school, for how long 33-34 Has teenager changed schools 35 Has teen ever been suspended, expelled from school

	Student	Teacher	Parent
School program (cont'd)		II-10-11 Amount of class/lab time weekly II-12 What percent of class time is spent on various types of instruction, discipline, administration, tests II-13 Media used in teaching III-1 Perceived control over planning and teaching III-2 Feelings about teacher efficacy and student achievement III-3 Importance of factors in setting grades for students III-4 Frequency of departmental meetings III-5-6 Characteristics, enforced policies of department and department chair III-7 Characteristics, enforced policies of school or school administrator III-8 Facilities like offices and lunch rooms that are available to teachers III-9 Amount of out-of-class time during school day spent with whom at school III-10-13 With whom does teacher discuss various issues III-14 Changes that occurred in school III-15-16 Comments on student behavior and policies at school efficacy	

	Student	Teacher	Parent
Attendance and absences	9 Frequency of cutting class and other disciplinary problems 10 Reasons for absences 11 When/duration of last unexcused absence	I-2 Is student motivated to get good grades I-6 Discussed student's absenteeism with parents	35 Teen has been suspended or expelled 36 Teenager missed 10 or more school days 37 Teenager missed 21 or more school days 38 Reasons for teens absences 39 How parent responded to absence 40 How school responded to absence 43&44C Contact between school and parent about teen's attendance record
Mathematics class	19-22 Mathematics teacher/class	II-14 Emphasis on different mathematical objectives II-15 Topics taught or reviewed this year II-16 Understanding student performance in mathematics II-17 Approach to explaining "whys" of mathematics	
Science class	15-18 Science teacher/class	II-18 Emphasis on different science objectives II-19-21 Topics taught or reviewed this year in science, Biology, Chemistry, and Physics class II-23-26 Description of science class facilities, equipment and its condition, availability of consumable supplies	
Applying for college	42 Parental, friend, teacher aspirations for student's education 43 Student's educational expectations 44-45 Plans for taking college admissions and placement tests, preparations for the SAT/ACT 47 Have enough skills now for career in five years 65 Education needed to get job planned to have when 30 years old	I-2 Student motivated to get good grades I-4 Students motivated to attend postsecondary institution I-19 Teacher discussed college with student	49 How often discusses school, personal and vocational topics with teenager

	Student	Teacher	Parent
Teaching staff characteristics	7 School climate and teacher interaction	IV-1-3 Sex, race/ethnicity, year of birth of teacher IV-4-6 Years taught, years taught in this school, full-time/part-time status IV-7-10 Teaching certificates held, academic degrees and subject areas IV-11-12 Which subjects taught this year IV-13 Number of college courses taken in most taught subject IV-14 Satisfaction with teaching job IV-15 Started teaching a new subject or level this year IV-16 Received in-service education IV-17 Participated in activities for teachers this school year IV-18-21 Teacher enrichment programs IV-22 Missed days IV-23 How often did supervisor observe teaching	
Peers, teen's activities	34-35 Time spent playing computer video games and watching television 40 Importance of several life goals/ideals 66 Self-esteem 68 Importance of peer group activities 70-71 Student, friends belong to a gang 72 Ages will assume roles and activities 73 Marital status 74 Importance of wedlock for sexual relationships 78 Who helps to take care of child 80-85 Substance abuse	I-3 Student relates well to others	48 Family decision making rules 50 Family social activities 57 Substance abuse and teenager

	Student	Teacher	Parent
Home	93-95 Caring for younger children 96 Family related events 97 Do parents know student's friends' parents 98 Who makes decisions in family 99 How often discusses school, college, jobs, problems with parents 101 Run away from home 102-103 How many times moved, changed schools 105-106 Attends/practices religion	I-7 Has teacher discussed student's behavior or performance with parents	6 How many people are financially dependent on parent 7 Marital status 8-10 Who lives in household, number under/ over 18 years old 11-17 Parents' occupations 18 Changes in marital status 58 How many years lived at present address
Language use	107-108 Is English native language, usage of native language 109 How well student understands, speaks, reads, and writes English 110 Received help in English, what type, perceived value of help 111-113 Have English skills made it difficult to engage in school work/activities, jobs, applying for college, college work	I-9 Is English student's native language I-10 Is student's ability limited by English proficiency	22-23 What is native language 24-25 Ability using English 26 Difficulties encountered because of lack of English 27-28 Is English, other languages spoken in home

CONTENT CATEGORY: 3. TRACKING DYNAMICS

	Student	Teacher	Parent
School climate	24 How often comes to class unprepared 25 How much time spent on homework in various subjects each week, in and out of school 66 Self-esteem	I-8 Difficulty of class related to student I-17 Has spoken to guidance counselor or another teacher about student's academic performance, behavior	34 Reason teen changed schools 41 Satisfaction with teen's education 43-44 Interaction between school and parents 46 Parent's knowledge of teen's education
Mathematics class		II-14 Emphasis on different mathematical objectives II-15 Topics taught or reviewed this year II-16 Understanding student performance in mathematics	
Science class		II-18 Emphasis on different science objectives II-19-21 Topics taught or reviewed this year in science, Biology and Chemistry class	
School program	12 Description of current school program, access into program	II-3-4 Which "track" is class, achievement levels II-5 Number of students enrolled in class	13-17 Occupation of parent and spouse 34d,j Family moved for special school programs, courses 42 Parents perception of school policies and programs 43-44 Contact between parent and school about teen's education 46 Parent's familiarity with teen's school progress 61 Parental expectations of teen's educational advancement 63,65 Communication between parent & teen about postsecondary opportunities
Teaching staff characteristics		IV-4-5 Years taught, years taught in this school IV-11-12 Teacher's subject areas of instruction	

	Student	Teacher	Parent
Transition from school to college/ work	41 What do people think is most important for student to do right after high school	I-4 Student motivated to pursue postsecondary education	45 Teen attended program about postsecondary opportunities 74 Family income
Applying for colleges	44 Plans for taking college admissions and placement tests 58 Steps taken to learn about applying for financial aid for college 61 What type of school will most likely go to	II-3 Which "track" is class II-4 Achievement levels of students in class	61 How far parent wants teen to go 62 Parent's preparation with teen for standardized tests 63 Discussions with teen about college 64 Has teen applied for college/ vocational school
Language use	107-108 Is English native language, usage of native language 110 Received help in English, perceived value of help	I-9 Is student's native language English I-10 Is student limited English proficient	22-28 Parent/family language use

CONTENT CATEGORY: 4. DROPPING OUT

	Student	Teacher	Parent
School climate	7 School climate 8 Safety in school 17 Student engagement in science class 21 Student engagement in mathematics class 24-25 Preparation for class, completion of homework 29 Have been recognized by school or community for activities 30 Participation in school sponsored extracurricular activities	I-5 Does student talk to teacher outside of class about school work II-6 How many students are from minority racial/ethnic groups II-9 How homework is recorded III-13 Who at school has helped teacher improve teaching or solve a classroom problem	41-42 Feelings about aspects of teen's school

	Student	Teacher	Parent
Time in and out of school	9 Frequency of cutting class and other disciplinary problems 10 Reasons for absences 11 When/duration of last unexcused absence	I-13-16 Student's absenteeism, tardiness, attention, behavior in class	35 Teen has been suspended or expelled 36 Teenager missed 10 or more school days 37 Teenager missed 21 or more school days 38 Reasons for teen's absences 39 How parent responded to absence 40 How school responded to absence 51 Family roles about school attendance
School program	13 Participation in special programs 27-28 Have taken a minimum competency or proficiency test, results	I-6 Teacher has discussed student's behavior and performance with parents III-12 Persons with whom teacher discussed student performance	29 Last grade teenager completed 30-32 Is teenager currently in school, for how long 33-34 Has teenager changed schools 35 Has teen ever been suspended, expelled from school 41 How satisfied with teen's high school education 43-44 How often does school contact parents/ do parents contact school 45-46 Parental involvement in school and teen's courses
Applying for colleges/ work	41 What do people think is most important for student to do right after high school 42 Parental, friend, teacher aspirations for student's education 43 Student's educational expectations 86-91 Jobs held during school year 92 Spending of earnings	I-4 Does student seem motivated to pursue postsecondary education	61 Parental expectations of teen's educational advancement 63 Communication between parent and teen about postsecondary opportunities 71 Has teen worked for pay 72-73 Teen's jobs held

	Student	Teacher	Parent
Teaching staff characteristics	7 School climate/ teacher interaction	III-2 Perceptions of the teacher's efficacy IV-14 Teacher Satisfaction IV-22 Days teacher missed school IV-23 Formal observations of teacher's class	
Family/ home life/ friends	34-35 Time spent playing computer video games and watching television 40 Importance of several life goals/ideals 66 Self-esteem 68 Importance of peer group activities 70-71 Student, friends belong to a gang 72 Ages will assume roles and activities 73 Marital status 74 Importance of wedlock for sexual relationships 80-85 Substance abuse 78 Who helps to take care of child 93-95 Caring for younger children 96 Family related events 97 Do parents know student's friends' parents 98 Who makes decisions in family 99 How often discusses school, college, jobs, problems with parents 101 Run away from home 102-103 How many times moved, changed schools 105-106 Attends/practices religion	I-6 Teacher has discussed student's behavior and performance with parents III-1 Amount of teacher control in classroom III-15 Teacher's perception of school rules for student behavior III-16 Teacher's perceptions of problems with students at school	2-5 Teen's current living situation 7 Marital status 11-17 Parents' occupations 8-10 Who lives in household, number under/ over 18 years old 48 Family decision making rules 49 Interaction between parents about teen 50 Family social activities 57 Substance abuse and teenager 58-60 How many years lived at present address, how respondent feels about community 74 Total family income 76-77 Amount of current educational expenses
Language use	110A Received help in English, what type, perceived value of help 111-113 Have English skills made it difficult to engage in school work/activities, jobs, applying for college, college work	I-9 Is student's native language English I-10 Is student limited English proficient	22-23 What is native language 25 Ability using English 26 Difficulties encountered because of lack of English 27-28 Is English, other languages spoken in home

CONTENT CATEGORY: 5. TRANSITION PATTERNS

	Student	Teacher	Parent
School programs	14 Participation in Upward Bound program	III-1,2,5 Perceptions of teacher efficacy III-6 Departmental support of teaching III-7 Perceptions of school policies	45-46 Parental involvement in school and teen's courses
Transition from school to college/ work	50 Why not continue with school right away 51-52 Have a job lined up for full-time work after leaving high school 53-54 Who/what services at school helped in job search 55 Expected hourly wage in first job after high school	III-1,2,5 Perceptions of teacher efficacy	68-69 Has teen expressed interest in a particular career, what is it 70 What is best source of information for teen regarding that career 71-73 Teen's jobs held 78 Teen plans to continue education
Family finances	58 Steps taken to learn about applying for financial aid		74 Total family income 76-77 Current educational expenses, amount 79-82 Savings, plans to pay for teen's college education 83-87 Knowledge, applying for financial aid for teen's education 88 Teen applied for financial aid 89 Why hasn't teen applied for financial aid 90-91 Amounts expected to spend, borrow for teen's education
Family, home, friends	67 Thoughts on life chances 72 Ages will assume roles and activities 100 Perception of relationship with parents		49 How often discusses school, personal and vocational topics with teenager 50 How often participated in activities with teenager

	Student	Teacher	Parent
Applying for college	58 Steps taken to learn about applying for financial aid 45 Preparations for the SAT/ACT 49, 61 Plans to go straight on to school, type of school 57 Help from school in applying for colleges 59 Importance of different factors in choosing a school 46 Work/study plans for this summer 62-63 Study fields desired/most likely to pursue	I-18 Wrote recommendations for student for postsecondary education or jobs I-19 Has student discussed college or career choices with teacher	62 Parent has encouraged teen to take action to prepare for college entrance exams 64 Has teen applied for college/ vocational school 65 How has parent helped teen make decisions about where to apply for college 66 Factors important to parents in teen's choice of a school 67 Number of schools parent has visited with teen

CONTENT CATEGORY: 6. SCHOOL EFFECTIVENESS

	Student	Teacher	Parent
School climate	7 School climate, teacher interaction 8 Safety in school	II-6 How many students are from minority racial/ethnic groups III-1 Perceived control over planning and teaching III-2 Feelings about teacher efficacy and student achievement III-3 Importance of factors in setting grades for students. III-4 Frequency of departmental meetings III-5-6 Characteristics, enforced policies of department and department chair III-7 Characteristics, enforced policies of school or school administrator III-8 Facilities like offices and lunch rooms that are available to teachers III-9 Amount of out-of-class time during school day spent with whom at school III-10-13 With whom does teacher discuss various issues III-14 Changes that occurred in school III-15-16 Comments on student behavior and policies at school	42 Thoughts about teen's school climate, teaching and program 43-44 Contact between parents and school about teen's education 47 Parental influence in school functioning
Mathematics class	19-22 Mathematics teacher/class	II-7 Why teacher assigned to class II-14 Emphasis on different mathematical objectives II-15 Topics covered in mathematics class II-16 Understanding student performance in mathematics II-17 Approach to explaining "whys" of mathematics IV-1-3 Teacher's sex, race, and year of birth IV-4-15 Teacher's background and education IV-14,22 Teacher satisfaction and number of days missed	

	Student	Teacher	Parent
Science class	15-18 Science teacher/class	II-18 Emphasis on different science objectives II-19-21 Topics taught or reviewed this year in science, Biology, Chemistry, and Physics class II-23-26 Description of science class facilities, equipment and its condition, availability of consumable supplies IV-1-3 Teacher's sex, race, and year of birth IV-4-15 Teacher's background and education IV-14,22 Teacher satisfaction and number of days missed	
School programs	14 Upward Bound 23B Vocational teacher practice 26 Who tutored student (besides parents) 27-28 Have taken a minimum competency or proficiency test, results	II-7 Why teaching this class II-8 Amount of homework given daily II-10-11 Amount of class/lab time weekly II-12 What percent of class time is spent on various types of instruction, discipline, administration, tests II-13 Media used in teaching IV-16-21 Teacher in-service and enrichment programs IV-23 Formal observation of teacher's class	41 How satisfied with teen's education 42 Parents perceptions of school's policies and programs 47 Parental influence on school policies and programs
Transition from school to college/ work	41 What do people think is most important for student to do right after high school 43 Student's educational expectations 47 Have enough skills now for career in five years 53-54 Who/what services at school helped in job search	I-18 Teacher has written recommendations for college and work for student I-19 Teacher has discussed college and career choices with student	43-44 Interaction between school and parents 45 Parent's attendance at school programs about postsecondary opportunities for teen 56 Communication with parents of teen's friends 70 Sources of information about postsecondary opportunities 84 Who parents discussed postsecondary transition with

	Student	Teacher	Parent
Applying for colleges	57 Help from school in applying for colleges	I-18 Teacher has written recommendations for college and work for student	45 Parent's attendance at school programs about postsecondary opportunities for teen 70 Sources of information for postsecondary decisions 84a Talked with high school counselor about financial aid
Teaching staff characteristics	7 School climate/teacher interaction	IV-4-6 Years taught, years taught in this school, full-time/part-time status IV-7-10 Teaching certificates held, academic degrees and subject areas IV-11-12 Which subjects taught this year IV-13 Number of college courses taken in most taught subject IV-14 Satisfaction with teaching job IV-15 Started teaching a new subject or level this year IV-16 Received in-service education IV-17 Participated in activities for teachers this school year IV-18-21 Teacher enrichment programs IV-22 Missed days IV-23 How often did supervisor observe teaching	
Family, home, friends	68 Importance of peer group activities	I-3 Student relates well to others	60 Safety of neighborhood

CONTENT CATEGORY: 7. PARENTAL INVOLVEMENT

	Student	Teacher	Parent
School, education	12B Access into current high school program 42 Parental, friend, teacher aspirations for student's education	I-6 Spoken to student's parents about academic performance, behavior I-7 Parental involvement in student's performance I-14 How often is student tardy III-11 Teacher discusses curriculum issues with parents at school	30 Is teenager currently in school 35 Has teen ever been suspended, expelled from school 36-37 In last 2 years has teen missed 10+ consecutive school days/ 21+ consecutive school days for reasons other than illness 38 In reference to teen's longest absence from school, why did teen stop attending 39 What actions did parents take for teen's absences 41 How satisfied with teen's education 42 Thoughts about teen's school climate, teaching and program 43-44 How often does school contact parents/ parents contact school 45-46 Parental involvement in school and teen's courses 47 Parental influence in school functioning

	Student	Teacher	Parent
Family, home	96 Family related events 97 Do parents know student's friends' parents 98 Who makes decisions in family 99 How often discusses school, college, jobs, problems with parents 100 Student's perception of relationship with parents 104 How old when left alone	1-7 Parental involvement in student's performance	2 How much of time does teenager live with respondent 3 Whom does teen live with when not with respondent 4-5 Does teen have another parent living outside of home 7 Marital status 8-10 Who lives in household, number under/ over 18 years old 11-17 Parents' occupations 18 Changes in marital status 48 Who makes decisions in household on various independence issues 49 How often discusses school, personal and vocational topics with teenager 50 How often participated in activities with teenager 51 Are there family rules about maintaining grades, doing homework, attending school 52 Importance of different values in a teenager 57 Substance abuse and teenager, teenager's friends

	Student	Teacher	Parent
Home, community relations	29 Have been recognized by school or community 36 Feelings about youth service programs 37-39 Have participated in volunteer/community service, why, through what organizations 97 Do parents know student's friends parents		2 How much of time does teenager live with respondent 3 Whom does teen live with when not with respondent 4-5 Does teen have another parent living outside of home 7 Marital status 8-10 Who lives in household, number under/over 18 years old 11-17 Parents' occupations 18 Changes in marital status 25 Ability using English 26 Difficulties encountered because of lack of English 53-54 Familiarity with teen's friends 55-56 How often does parent talk to parents of teen's schoolmates, friends 58-60 How many years lived at present address, how respondent feels about community
Applying for colleges	41 What do people think is most important for student to do right after high school 42 Parental, friend, teacher aspirations for student's education		61 Educational aspirations for teenager 62 Parent has encouraged teen to take action to prepare for college entrance exams 64 Has teen applied for college/vocational school 65 How has parent helped teen make decisions about where to apply for college 66 Factors important to parents in teen's choice of a school 67 Number of schools parent has visited with teen 78 Teen plans to continue education

	Student	Teacher	Parent
Family finances			6 How many people are financially dependent on parent 74-75 Total family income, number of wage earners 76-77 Current educational expenses, amount 79-82 Savings, plans to pay for teen's college education 83-87 Knowledge, applying for financial aid for teen's education 88 Teen applied for financial education 89 Why hasn't teen applied for financial aid 90-92 Amounts expected to spend, borrow for teen's education

Listing of NCES Working Papers to Date

Please contact Ruth R. Harris at (202) 219-1831
if you are interested in any of the following papers

Number	Title	Contact
94-01 (July)	Schools and Staffing Survey (SASS) Papers Presented at Meetings of the American Statistical Association	Dan Kasprzyk
94-02 (July)	Generalized Variance Estimate for Schools and Staffing Survey (SASS)	Dan Kasprzyk
94-03 (July)	1991 Schools and Staffing Survey (SASS) Reinterview Response Variance Report	Dan Kasprzyk
94-04 (July)	The Accuracy of Teachers' Self-reports on their Postsecondary Education: Teacher Transcript Study, Schools and Staffing Survey	Dan Kasprzyk
94-05 (July)	Cost-of-Education Differentials Across the States	William Fowler
94-06 (July)	Six Papers on Teachers from the 1990-91 Schools and Staffing Survey and Other Related Surveys	Dan Kasprzyk
94-07 (Nov.)	Data Comparability and Public Policy: New Interest in Public Library Data Papers Presented at Meetings of the American Statistical Association	Carrol Kindel
95-01 (Jan.)	Schools and Staffing Survey: 1994 Papers Presented at the 1994 Meeting of the American Statistical Association	Dan Kasprzyk
95-02 (Jan.)	QED Estimates of the 1990-91 Schools and Staffing Survey: Deriving and Comparing QED School Estimates with CCD Estimates	Dan Kasprzyk
95-03 (Jan.)	Schools and Staffing Survey: 1990-91 SASS Cross-Questionnaire Analysis	Dan Kasprzyk
95-04 (Jan.)	National Education Longitudinal Study of 1988: Second Follow-up Questionnaire Content Areas and Research Issues	Jeffrey Owings
95-05 (Jan.)	National Education Longitudinal Study of 1988: Conducting Trend Analyses of NLS-72, HS&B, and NELS:88 Seniors	Jeffrey Owings

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
95-06 (Jan.)	National Education Longitudinal Study of 1988: Conducting Cross-Cohort Comparisons Using HS&B, NAEP, and NELS:88 Academic Transcript Data	Jeffrey Owings
95-07 (Jan.)	National Education Longitudinal Study of 1988: Conducting Trend Analyses HS&B and NELS:88 Sophomore Cohort Dropouts	Jeffrey Owings
95-08 (Feb.)	CCD Adjustment to the 1990-91 SASS: A Comparison of Estimates	Dan Kasprzyk
95-09 (Feb.)	The Results of the 1993 Teacher List Validation Study (TLVS)	Dan Kasprzyk
95-10 (Feb.)	The Results of the 1991-92 Teacher Follow-up Survey (TFS) Reinterview and Extensive Reconciliation	Dan Kasprzyk
95-11 (Mar.)	Measuring Instruction, Curriculum Content, and Instructional Resources: The Status of Recent Work	Sharon Bobbitt & John Ralph
95-12 (Mar.)	Rural Education Data User's Guide	Samuel Peng
95-13 (Mar.)	Assessing Students with Disabilities and Limited English Proficiency	James Houser
95-14 (Mar.)	Empirical Evaluation of Social, Psychological, & Educational Construct Variables Used in NCES Surveys	Samuel Peng
95-15 (Apr.)	Classroom Instructional Processes: A Review of Existing Measurement Approaches and Their Applicability for the Teacher Follow-up Survey	Sharon Bobbitt
95-16 (Apr.)	Intersurvey Consistency in NCES Private School Surveys	Steven Kaufman
95-17 (May)	Estimates of Expenditures for Private K-12 Schools	Stephen Broughman
95-18 (Nov.)	An Agenda for Research on Teachers and Schools: Revisiting NCES' Schools and Staffing Survey	Dan Kasprzyk
96-01 (Jan.)	Methodological Issues in the Study of Teachers' Careers: Critical Features of a Truly Longitudinal Study	Dan Kasprzyk

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
96-02 (Feb.)	Schools and Staffing Survey (SASS): 1995 Selected papers presented at the 1995 Meeting of the American Statistical Association	Dan Kasprzyk
96-03 (Feb.)	National Education Longitudinal Study of 1988 (NELS:88) Research Framework and Issues	Jeffrey Owings
96-04 (Feb.)	Census Mapping Project/School District Data Book	Tai Phan
96-05 (Feb.)	Cognitive Research on the Teacher Listing Form for the Schools and Staffing Survey	Dan Kasprzyk
96-06 (Mar.)	The Schools and Staffing Survey (SASS) for 1998-99: Design Recommendations to Inform Broad Education Policy	Dan Kasprzyk
96-07 (Mar.)	Should SASS Measure Instructional Processes and Teacher Effectiveness?	Dan Kasprzyk
96-08 (Apr.)	How Accurate are Teacher Judgments of Students' Academic Performance?	Jerry West
96-09 (Apr.)	Making Data Relevant for Policy Discussions: Redesigning the School Administrator Questionnaire for the 1998-99 SASS	Dan Kasprzyk
96-10 (Apr.)	1998-99 Schools and Staffing Survey: Issues Related to Survey Depth	Dan Kasprzyk
96-11 (June)	Towards an Organizational Database on America's Schools: A Proposal for the Future of SASS, with comments on School Reform, Governance, and Finance	Dan Kasprzyk
96-12 (June)	Predictors of Retention, Transfer, and Attrition of Special and General Education Teachers: Data from the 1989 Teacher Followup Survey	Dan Kasprzyk
96-13 (June)	Estimation of Response Bias in the NHES:95 Adult Education Survey	Steven Kaufman
96-14 (June)	The 1995 National Household Education Survey: Reinterview Results for the Adult Education Component	Steven Kaufman

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
96-15 (June)	Nested Structures: District-Level Data in the Schools and Staffing Survey	Dan Kasprzyk
96-16 (June)	Strategies for Collecting Finance Data from Private Schools	Stephen Broughman
96-17 (July)	National Postsecondary Student Aid Study: 1996 Field Test Methodology Report	Andrew G. Malizio
96-18 (Aug.)	Assessment of Social Competence, Adaptive Behaviors, and Approaches to Learning with Young Children	Jerry West
96-19 (Oct.)	Assessment and Analysis of School-Level Expenditures	William Fowler
96-20 (Oct.)	1991 National Household Education Survey (NHES:91) Questionnaires: Screener, Early Childhood Education, and Adult Education	Kathryn Chandler
96-21 (Oct.)	1993 National Household Education Survey (NHES:93) Questionnaires: Screener, School Readiness, and School Safety and Discipline	Kathryn Chandler
96-22 (Oct.)	1995 National Household Education Survey (NHES:95) Questionnaires: Screener, Early Childhood Program Participation, and Adult Education	Kathryn Chandler
96-23 (Oct.)	Linking Student Data to SASS: Why, When, How	Dan Kasprzyk
96-24 (Oct.)	National Assessments of Teacher Quality	Dan Kasprzyk
96-25 (Oct.)	Measures of Inservice Professional Development: Suggested Items for the 1998-1999 Schools and Staffing Survey	Dan Kasprzyk
96-26 (Nov.)	Improving the Coverage of Private Elementary-Secondary Schools	Steven Kaufman
96-27 (Nov.)	Intersurvey Consistency in NCES Private School Surveys for 1993-94	Steven Kaufman

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
96-28 (Nov.)	Student Learning, Teaching Quality, and Professional Development: Theoretical Linkages, Current Measurement, and Recommendations for Future Data Collection	Mary Rollefson
96-29 (Nov.)	Undercoverage Bias in Estimates of Characteristics of Adults and 0- to 2-Year-Olds in the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
96-30 (Dec.)	Comparison of Estimates from the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
97-01 (Feb.)	Selected Papers on Education Surveys: Papers Presented at the 1996 Meeting of the American Statistical Association	Dan Kasprzyk
97-02 (Feb.)	Telephone Coverage Bias and Recorded Interviews in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-03 (Feb.)	1991 and 1995 National Household Education Survey Questionnaires: NHES:91 Screener, NHES:91 Adult Education, NHES:95 Basic Screener, and NHES:95 Adult Education	Kathryn Chandler
97-04 (Feb.)	Design, Data Collection, Monitoring, Interview Administration Time, and Data Editing in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-05 (Feb.)	Unit and Item Response, Weighting, and Imputation Procedures in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-06 (Feb.)	Unit and Item Response, Weighting, and Imputation Procedures in the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
97-07 (Mar.)	The Determinants of Per-Pupil Expenditures in Private Elementary and Secondary Schools: An Exploratory Analysis	Stephen Broughman
97-08 (Mar.)	Design, Data Collection, Interview Timing, and Data Editing in the 1995 National Household Education Survey	Kathryn Chandler

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
97-09 (Apr.)	Status of Data on Crime and Violence in Schools: Final Report	Lee Hoffman
97-10 (Apr.)	Report of Cognitive Research on the Public and Private School Teacher Questionnaires for the Schools and Staffing Survey 1993-94 School Year	Dan Kasprzyk
97-11 (Apr.)	International Comparisons of Inservice Professional Development	Dan Kasprzyk
97-12 (Apr.)	Measuring School Reform: Recommendations for Future SASS Data Collection	Mary Rollefson
97-13 (Apr.)	Improving Data Quality in NCES: Database-to-Report Process	Susan Ahmed
97-14 (Apr.)	Optimal Choice of Periodicities for the Schools and Staffing Survey: Modeling and Analysis	Steven Kaufman
97-15 (May)	Customer Service Survey: Common Core of Data Coordinators	Lee Hoffman
97-16 (May)	International Education Expenditure Comparability Study: Final Report, Volume I	Shelley Burns
97-17 (May)	International Education Expenditure Comparability Study: Final Report, Volume II, Quantitative Analysis of Expenditure Comparability	Shelley Burns
97-18 (June)	Improving the Mail Return Rates of SASS Surveys: A Review of the Literature	Steven Kaufman
97-19 (June)	National Household Education Survey of 1995: Adult Education Course Coding Manual	Peter Stowe
97-20 (June)	National Household Education Survey of 1995: Adult Education Course Code Merge Files User's Guide	Peter Stowe
97-21 (June)	Statistics for Policymakers or Everything You Wanted to Know About Statistics But Thought You Could Never Understand	Susan Ahmed
97-22 (July)	Collection of Private School Finance Data: Development of a Questionnaire	Stephen Broughman

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
97-23 (July)	Further Cognitive Research on the Schools and Staffing Survey (SASS) Teacher Listing Form	Dan Kasprzyk
97-24 (Aug.)	Formulating a Design for the ECLS: A Review of Longitudinal Studies	Jerry West
97-25 (Aug.)	1996 National Household Education Survey (NHES:96) Questionnaires: Screener/Household and Library, Parent and Family Involvement in Education and Civic Involvement, Youth Civic Involvement, and Adult Civic Involvement	Kathryn Chandler
97-26 (Oct.)	Strategies for Improving Accuracy of Postsecondary Faculty Lists	Linda Zimbler
97-27 (Oct.)	Pilot Test of IPEDS Finance Survey	Peter Stowe
97-28 (Oct.)	Comparison of Estimates in the 1996 National Household Education Survey	Kathryn Chandler
97-29 (Oct.)	Can State Assessment Data be Used to Reduce State NAEP Sample Sizes?	Steven Gorman
97-30 (Oct.)	ACT's NAEP Redesign Project: Assessment Design is the Key to Useful and Stable Assessment Results	Steven Gorman
97-31 (Oct.)	NAEP Reconfigured: An Integrated Redesign of the National Assessment of Educational Progress	Steven Gorman
97-32 (Oct.)	Innovative Solutions to Intractable Large Scale Assessment (Problem 2: Background Questionnaires)	Steven Gorman
97-33 (Oct.)	Adult Literacy: An International Perspective	Marilyn Binkley
97-34 (Oct.)	Comparison of Estimates from the 1993 National Household Education Survey	Kathryn Chandler
97-35 (Oct.)	Design, Data Collection, Interview Administration Time, and Data Editing in the 1996 National Household Education Survey	Kathryn Chandler
97-36 (Oct.)	Measuring the Quality of Program Environments in Head Start and Other Early Childhood Programs: A Review and Recommendations for Future Research	Jerry West

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
97-37 (Nov.)	Optimal Rating Procedures and Methodology for NAEP Open-ended Items	Steven Gorman
97-38 (Nov.)	Reinterview Results for the Parent and Youth Components of the 1996 National Household Education Survey	Kathryn Chandler
97-39 (Nov.)	Undercoverage Bias in Estimates of Characteristics of Households and Adults in the 1996 National Household Education Survey	Kathryn Chandler
97-40 (Nov.)	Unit and Item Response Rates, Weighting, and Imputation Procedures in the 1996 National Household Education Survey	Kathryn Chandler
97-41 (Dec.)	Selected Papers on the Schools and Staffing Survey: Papers Presented at the 1997 Meeting of the American Statistical Association	Steve Kaufman
97-42 (Jan. 1998)	Improving the Measurement of Staffing Resources at the School Level: The Development of Recommendations for NCES for the Schools and Staffing Survey (SASS)	Mary Rollefson
97-43 (Dec.)	Measuring Inflation in Public School Costs	William J. Fowler, Jr.
97-44 (Dec.)	Development of a SASS 1993-94 School-Level Student Achievement Subfile: Using State Assessments and State NAEP, Feasibility Study	Michael Ross
98-01 (Jan.)	Collection of Public School Expenditure Data: Development of a Questionnaire	Stephen Broughman
98-02 (Jan.)	Response Variance in the 1993-94 Schools and Staffing Survey: A Reinterview Report	Steven Kaufman
98-03 (Feb.)	Adult Education in the 1990s: A Report on the 1991 National Household Education Survey	Peter Stowe
98-04 (Feb.)	Geographic Variations in Public Schools' Costs	William J. Fowler, Jr.

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
98-05 (Mar.)	SASS Documentation: 1993-94 SASS Student Sampling Problems; Solutions for Determining the Numerators for the SASS Private School (3B) Second-Stage Factors	Steven Kaufman
98-06 (May)	National Education Longitudinal Study of 1988 (NELS:88) Base Year through Second Follow-Up: Final Methodology Report	Ralph Lee

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